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ABSTRACT

This is the final report on formative research for the "Yes, Inc." series, a production of KCET, Channel 28, in Los Angeles (California), with a grant from the U.S. Department of Education under the Emergency School Aid Act. "Yes, Inc." is a series of six programs intended for inner-city minority youth in grades six to eight. The overall goal of the series is to increase the employability and the career awareness of urban minority youth. The goal of formative evaluation for "Yes, Inc." was to provide program developers with decision-oriented feedback at three critical stages in the creation of the series. The phases of the evaluation were the following: (1) concept testing, which provided information about the entry-level career knowledge of the target audience and their media preferences; (2) script testing, which was a qualitative and quantitative assessment of the appeal and effectiveness of the first draft script; and (3) pilot testing, which was a formal assessment of the appeal and educational effectiveness of the series pilot, using a multicity sample of inner-city youth. The report includes introductory, methods, and results sections. Appendixes include the evaluation questionnaire, interview summaries, and specimens of the raw data obtained from respondents. (AF)

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FORMATIVE EVALUATION

FOR

YES, INC.

FINAL REPORT

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FORMATIVE EVALUATION

FOR

YES, INC.

FINAL REPORT

Prepared for:

KCET, Channel 28 in Los Angeles

and

The U. S. Department of Education
Contract #300-81-0316

By

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July, 1982

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YES, INC. FORMATIVE EVALUATION

Executive Summary

YES, Inc., formerly known as Coming Together, is an educational series being produced by KCET, Channel 28 in Los Angeles, under a grant from the United States Department of Education. The series is intended to increase the employability and career awareness of inner city minority youth in grades six through eight.

A preliminary evaluation of the appeal and educational effectiveness of YES, Inc. has been completed by the ELRA Group of East Lansing, Michigan, under a contract with KCET. The evaluation is intended to provide producers and the Department of Education with information that will aid in the further development of the series. The evaluation has three components:

- A concept test involving over 300 junior high school students from Detroit and Los Angeles which took place in January, 1982.
- A script test involving over 250 Los Angeles and Detroit students in April, 1982.
- A pilot test with over 1200 student, parent and teacher participants at four sites in June, 1982.

The results of each phase of the evaluation are summarized below.

Concept Test

Junior high students took part in group discussions focusing on their knowledge of various occupations and related skill requirements. Some key findings:

- Minority inner city youth are highly concerned about their future in the world of work, more so than suburban majority children who were interviewed in previous projects.

- Inner city youth aspire to a relatively narrow range of highly visible occupations such as professional athlete, lawyer, doctor, teacher, etc.

- Career aspirations are highly unstable. Many youths state that they have already changed their career goals several times.

- The ability to relate to other people is the most highly valued benefit of work for inner city minority children in junior high school. The acquisition of knowledge and money are other commonly mentioned benefits of work.

- The favorite activities of the target audience are generally unrelated to future careers. Junior high students do not perceive a connection between current activities -- aside from going to school -- and future employment.

- Knowledge of occupational skill requirements is superficial at best, being limited to the most obvious activities associated with a job. For example, computer programmers are said to need knowledge of electronics rather than ability to write clear directions.

- Both girls and boys have sex-stereotyped career aspirations. Girls are more open to non-traditional activities, however.

- The target audience enjoys soap operas and multi-ethnic situation comedies. They favor characters who can handle themselves in difficult situations by force of their personalities (e.g., the Fonz in Happy Days, Blair in Facts of Life).

Based on these findings, it was recommended that the series stress realism and attractive role models who can motivate the development of basic skills, both in school and out of school.

Script Test

Sixth and eighth grade minority students listened to an audio tape of select portions of the pilot script, filled out a short questionnaire and took part in group discussions. The major findings:

- The pilot script is highly appealing compared to scripts for other shows tested previously. Girls and Hispanics like the story very much.

- The script's minority characters appeal to the target audience. The role of a black female youth counselor is the most appealing character of all those tested.

- Minority inner city youth find the story realistic overall. However, a scene in which the featured character is discouraged from pursuing her desired career by a school guidance counselor is seen as less realistic than the rest of the story. Students say that real guidance counselors are more supportive.

- Most children identify "How to plan your future career" as the main idea of the story. Less than one in five say that, "How important it is to learn basic skills", is the main idea.

- The favorite parts of the story are those with humor and those which stress the theme of friendship.

- The benign motivations of characters who engage in illicit behavior do not necessarily redeem the characters in the eyes of the target audience. The main character in the story was involved in a crime, motivated by her disappointment in her career plans. Many viewers attributed her crime to the fact that she is a bad girl or had bad friends rather than to her emotional distress.

Based on these results, it was suggested that the final pilot script feature more male characters and place more emphasis on the theme of developing basic skills.

Pilot Test

Students, parents and teachers in Los Angeles, Detroit, Houston and Massachusetts viewed the pilot for YES, Inc. Small groups of students and parents took part in discussions while teachers filled out brief questionnaires. Nearly 1200 students completed a career awareness survey, with half seeing the pilot before taking the survey and the rest taking the survey first. Comparisons between these two groups provide a test of the show's educational effectiveness. Among the results:

- The pilot is highly appealing to inner city youth, particularly female and Hispanic students.

- All of the female characters, especially the counselor at YES, Inc., are highly appealing. Only one of the male leads, a black youth with a minor role in the pilot, has wide appeal. However, none of the three young actors featured in the pilot are exceptional role models. Viewers like these characters but do not want to be like them.

- All viewers find the show highly realistic and identify this realism as one of the show's major strengths. For adults, the realism may be too graphic. Some object to the prevalence of street language and illicit behavior, such as shoplifting. They find the show more appropriate for older high school students.

- Students and adults want to know more about the background of the characters, especially about their family life.

- Parents and teachers would like to see more balanced portrayals of inner city youth, not just the "bad kids." They also want the series to convey more detailed information about how to acquire basic work skills.

- In addition to the career development aspects of the show, teachers see its value as a means of building the self-image of inner city youth.

- Compared to the first draft script, the pilot is more successful in conveying the theme of basic skills development. However, many students still interpret the main idea of the story to be career planning, a theme which educators and parents agree is still slightly beyond the grasp of junior high students.

- Based on comparisons of experimental and control groups, the show increases knowledge of the skill requirements of the occupations covered in the pilot and broadens the range of jobs to which minority inner city youth aspire. The pilot also bolsters intentions to engage in activities that can increase employability, such as practicing clear speech and visiting people on their jobs.

- The pilot is less effective in teaching the relationship between childhood activities and future jobs. It is apparently not effective in conveying the benefits of work, nor in helping youth to identify their own job-related skills.

Conclusions and Recommendations

The pilot for YES, Inc. achieves a high degree of realism that appeals to its target audience of minority inner city youth. The pilot also accomplishes several of the educational objectives for the series. YES, Inc. promises to be an appealing and educational children's series, provided the following steps are taken:

- Expand the roles of actors who are not involved in gang activities.

- Place more emphasis on skill development rather than career development by making story lines hinge on activities and experiences that highlight the need for basic skills.

- At the same time, have featured characters continue exploration of adult jobs and their skill requirements. The show promises to be an effective means of broadening career aspirations and occupational knowledge.

- Develop stories that will stress the benefits of work, demonstrate how to identify job-related skills and develop them through youth activities.

- Continue to develop the featured characters by providing further insights into their backgrounds and family lives.

FORMATIVE EVALUATION

FOR

YES, INC.

1.0 INTRODUCTION

1.1 Background

This is the final report on formative research for the YES, Inc. series. YES, Inc. is a production of KCET, Channel 28 in Los Angeles, with a grant from the U.S. Department of Education under the Emergency School Aid Act. YES, Inc. is series of six programs intended for inner city minority youth in grades six to eight. The overall goal of the series is to increase the employability and the career awareness of inner city minority youth. The specific objectives of the series are shown in Figure 1.1. Formative evaluation was conducted by the ELRA Group of East Lansing, Michigan, under the direction of Dr. Robert LaRose.

1.2 Research Objectives

The goals of formative evaluation for YES, Inc. were to provide program developers with decision-oriented feedback at three critical stages in the creation of the series. At each phase the research was designed to provide information about the appeal and potential educational effectiveness of the materials under development, and to identify corrective measures which would improve the finished product. The three phases of the evaluation were:

1. Concept Testing which provided information about the entry level career knowledge of the target audience and their media preferences.

2. Script Testing which was a qualitative and quantitative assessment of the appeal and effectiveness of the first draft script.

3. Pilot Testing which was a formal assessment of the appeal and educational effectiveness of the pilot for the YES, Inc. series using a multi-city sample of inner city youth.

The formative evaluation team provided input into the formulation of the goals and objectives for the series. They also offered comments about drafts of the writer's notebook, script treatment, and pilot script, based upon the research findings available at each point in the project.

1.3 Overview

The report is divided into four sections. Following this introductory section there is a description of the research methods. The results section describes the key findings of each phase of the research. This report is preceded by an executive summary which presents the key findings of the research. Finally, appendices to this report include the questionnaire used in the evaluation, interview summaries and specimens of the raw data obtained from respondents.

FIGURE 1.1
Educational Objectives of YES, Inc.

OBJECTIVE 1 - HAVE GREATER KNOWLEDGE OF THE SKILLS CHARACTERISTICS AND SKILL REQUIREMENTS OF A VARIETY OF OCCUPATIONS AND OCCUPATIONAL CLUSTERS

OBJECTIVE 2 - BE BETTER ABLE TO IDENTIFY THEIR OWN PRESENT OCCUPATION-RELATED SKILLS

OBJECTIVE 3 - BE BETTER ABLE TO RELATE THEIR OWN PRESENT ACTIVITIES TO THE SKILLS NEEDED FOR FUTURE EMPLOYMENT

OBJECTIVE 4 - HAVE STRONGER BELIEFS IN THE PERSONAL AND SOCIAL BENEFITS OF EMPLOYMENT AND PRE-VOCATIONAL ACTIVITIES AND MORE POSITIVE EVALUATIONS OF THESE BENEFITS

OBJECTIVE 5 - HAVE GREATER ASPIRATIONS FOR SUCCESS IN WIDER VARIETY OF OCCUPATIONS AND PRE-OCCUPATIONAL ACTIVITIES

OBJECTIVE 6 - HAVE STRONGER INTENTIONS TO ENGAGE IN THE PRE-OCCUPATIONAL ACTIVITIES NEEDED TO ACQUIRE THE SKILLS THEY NEED TO BE EMPLOYABLE

2.0 METHOD

2.1 Concept Test

A total of 22 interviews with 188 children in Los Angeles and Detroit were conducted during the month of January, 1982. The classrooms were in five different schools, including four in Los Angeles and one in Detroit. The schools were selected from inner city neighborhoods known to have large minority populations. Thirty-four of the students were Anglo, 73 were black, 67 Hispanic, and 14 from other ethnic groups.

An interview outline was developed to cover the key issues embodied in the statement of objectives and the outline of the writer's notebook as they existed at that time. A copy of the interview outline is found in Appendix A. Respondents were asked to identify the jobs and activities of their favorite television characters and to name their own preferred activities and career aspirations. They also responded to a list of occupations including bookkeeper, nurse, computer programmer, and teacher which had been identified as important occupations during preliminary research for the writer's notebook. For each of the occupations mentioned, children were questioned about their knowledge of the typical activities of the occupations and the skills needed to succeed in them. They were also asked to relate their own current activities to the jobs they discussed. Finally, the interview outline also included questions about favorite television programs and characters and sex-related differences in the world of work.

A team of three interviewers entered each classroom. The students in each class were divided into three groups of approximately equal size. The interviewers led a group discussion covering the topics on the interview outline. The interviewers were instructed to stimulate group discussion. They intervened in the discussion only to redirect the discussion when it got off on a tangent, to explore new topics, or to draw out recalcitrant respondents. Hispanic interviewers were available in classrooms with large numbers of Hispanic students and interviews were conducted in Spanish when necessary. Similarly, black interviewers were used in predominantly black schools.

An interview summary including verbatim quotes of the respondents was prepared for each interview. The results were then content analyzed and collated into summary tables which are presented in the results section.

2.2 Script Test

The sample for the script test consisted of 12 classrooms including ten in Los Angeles and two in Detroit. In all, a total of 278 students participated in this phase of the evaluation during April, 1982. Hispanics accounted for 170 of this number and the remainder were black. Sixth, seventh and eighth grade classrooms were included. Once again, the schools were inner city schools with large proportions of minority students. Approximately half of the classrooms participating in the script test were also involved in the concept testing phase of the research.

A brief student questionnaire and an interview outline were prepared. The student questionnaire asked about the overall appeal of the program and its characters. There were also questions testing childrens' understanding of the main idea of the program and their recall of factual information contained in it. A series of short answer questions were devised to obtain information about the most and least liked aspects of the program, and to assess reactions to key scenes of the script. The interview outline also focused on the most and least liked aspects of the program, childrens' understanding of its plot and suggestions for improving the appeal and realism of the story. The questionnaire and interview outline for the script test are found in Appendix B.

The first draft script for the YES, Inc. pilot was rendered in the form of an audio tape. Three key scenes from the script, lasting approximately ten minutes, were selected in consultation with the producer of the series. The text of the script segments used in the test are also found in Appendix B.

Once again, a team of three evaluators entered each participating classroom. They played the audio tape, administered the student questionnaire, and broke each class up into three groups for discussions. Students were informed that they would be hearing a script for a new television series. They were further instructed that the tape had not been created by

professional actors and that they should concentrate on the story rather than on the acting. All items on the student questionnaire were read aloud to the students and bilingual aides were available to help Spanish speaking students. As with the concept test, interviewers led a group discussion and prepared summaries of the comments made by the students.

Answers to all of the closed-ended questions on the student questionnaire were summed and averaged by sex, grade and ethnicity. The results of open-ended questions and the student group interviewers were content analyzed and reported in summary form.

2.3 Pilot Test

The sample for the evaluation of the YES, Inc. pilot included 1,183 students, drawn from the cities of Los Angeles, Houston, Detroit and Springfield and Lawrence, Massachusetts. The sample included 558 girls and 533 boys; 552 blacks, 442 Hispanics and 187 Anglo children. There were 499 eighth graders, 288 sixth graders and 213 seventh graders. There were also small samples from fifth grade (30) and ninth grade (51). No demographic data were available from 92 respondents who failed to complete the entire survey. The schools were selected from city neighborhoods with large proportions of minority residents.

A special Career Awareness Survey was designed to test for gains against the educational objectives of the YES, Inc. series. A 48-item test battery was designed encompassing all six series objectives, using item types and questionnaire formats similar to those in existing career awareness tests and vocational interest inventories. The items were tailored to the specific content of the pilot show and the writer's notebook for the series. Part II of the student questionnaire was a 22-item program feedback form. It solicited evaluations of the six main characters using five-point like-dislike scales. Students were also asked how much they identified with (wanted to be like) three of the characters. There were also multiple choice questions testing recall and understanding of important points in the action. Finally, students were asked to indicate their grade, sex, television viewing habits and career aspirations.

The instrument was pretested in a single class of eighth grade students as part of the script test and the items were subsequently modified to remove those which had difficult wording or which too few or too many students answered correctly. The final version of the instrument was also modified to take into account last minute changes in the content of the script. A copy of this instrument is contained in Appendix C. Its content is described further in Section 3.3, below.

A teacher feedback form was administered to teachers in the participating classrooms. This is a standard form that has been used by the evaluators in several prior evaluations. It is also found in Appendix C. Interview outlines were developed for student and parent group interviews and these also are found in Appendix C. Select classrooms also wrote letters to the producer, identifying most and least liked aspects of the program. Specimens are in the appendix.

A simple experimental-control group design was used to evaluate the effectiveness of the pilot program. In half of the classrooms, randomly selected, the evaluators first administered the career awareness survey followed by the 28-minute pilot, and then by the feedback questionnaire. In the other half of the classrooms, the pilot was shown first, followed by the career awareness test, and finally the feedback form. A copy of the set of instructions used by the administrators is found in Appendix C. In both test conditions, all test items were read aloud and bilingual aides were available to assist Spanish speaking students. Students followed along in their own test booklets and entered their responses on answer sheets. The entire session lasted 50 to 60 minutes. The teacher feedback forms were administered at the same time as the student questionnaire. Student and parent interviews were arranged after hours. The parent interviews involved parents identified by teachers and administrators at each school.

Finally, students from two classrooms in Los Angeles and two in Houston provided continuous ratings of program appeal. An audio tape was prepared with cue tones at one minute intervals. Whenever a tone sounded students provided their ratings of the program at that moment, using a five-point likability scale and a standard answer sheet.

3.0 RESULTS

3.1 Concept Test Results

The results of the concept testing phase of the evaluation are contained in Tables 3.1.1 to 3.1.8. These results were also incorporated into the final version of the writer's notebook for the series. Except as noted, all entries in the tables are ranked by frequency of occurrence. Only responses given by four or more children are shown.

Table 3.1.1 Benefits of Work

Relationship to people (make friends, help people, help family)
Knowledge
Money
Opportunity
Pride/Accomplishment
Enjoyable Activity in Itself
Fame
Reputation/Respect

The opportunity to help people is by far the benefit most often cited. Knowledge and Money were virtually tied as the second most frequently mentioned. There were many misconceptions about the benefits of various jobs. For example, relatively low-paying jobs like secretary and teacher were described as having "good pay" or "good money".

Table 3.1.2 Job Aspirations

Professional Athlete
Lawyer
Doctor
Secretary
Teacher
Engineer
Nurse
Computer Programmer
Truck Driver
Model
Movie Actor

Thus, glamorous jobs which are highly visible in the mass media were most often mentioned. Boys tended to pick the traditional male jobs on the list (e.g. Athlete, Engineer) almost exclusively. Girls were likely to express an interest in some of the traditional male jobs (e.g. truck driver, lawyer) as well as traditionally female ones (e.g. teacher, nurse).

Table 3.1.3 Jobs for Teens

Fast Food Clerk
Other Store Clerk (includes bagging in supermarkets, clothing store, restaurants)
Baby Sitting
Mow Lawns
Newspaper Route
Arcade Attendant
Cleaning & Sweeping
Work for Mom or Dad

Fast food clerk was by far the most frequently mentioned job.

Table 3.1.4 Favorite Pre-Vocational Activities

Swimming and Going to the Beach
Skating
Football
Music
Club activities (e.g., Scouts, YMCA, School Clubs)
Basketball
Movies
TV
Biking
Drawing
Shopping
Baseball
Running
Video Games
Reading
Surfing

The popularity of skating and swimming was, in part, a consequence of the large proportion of California students included in the sample. Note that video games have joined traditional favorites.

Table 3.1.5 Reasons for Liking Favorite Activities

People-Enjoy being with/helping others
A Change of Pace
Enjoyment
Learning
Fun
Feels Good
Competition
Exercise

In contrast to younger children, early teens become interested in extrinsic motivations -- helping people, getting a change of pace, learning something, testing yourself, etc. Intrinsic motivations --enjoyment, fun, feeling good -- become less important.

Table 3.1.6 Favorite Television Programs

General Hospital
Happy Days
Different Strokes
Facts of Life
Charlie's Angels
Laverne & Shirley
Gimme a Break
Hart to Hart
Fame
Strike Force

Table 3.1.7 Favorite Television Characters

Blair--Facts of Life
Arnold--Different Strokes
Luke--General Hospital
Laura--General Hospital
Fonzie--Happy Days
Jonathan--Hart to Hart
Laverne--Laverne & Shirley

The interviewees were also asked about their favorite TV programs and characters. At the top of the list was the soap opera General Hospital, followed by a number of situation comedies, most of which feature multiracial groups of adolescents. Happy Days, Different Strokes, and Facts of Life were leading examples. Action-adventure series like Charlie's Angels and Hart to Hart rounded out the list. The latter appealed especially to boys. Fame, a new series about the career-related strivings of a group of young people, was also among the favorites.

The favorite characters -- Arnold of Different Strokes, Luke and Laura of General Hospital, Fonzie of Happy Days, Blair of Facts of Life, Jonathan of Hart to Hart, Laverne of Laverne & Shirley -- apparently share a common ability to handle themselves in difficult situations. Each has a unique quality that allows them to do this--be it a sharp tongue, charm, or "cool".

Students were also asked about the skills needed for various jobs and the childhood activities that help prepare people for these jobs. These results are presented in Tables 3.1.8A-J. Information was obtained about ten different jobs, including stereo salesperson, mechanic, teacher, loan officer, truck driver, bookkeeper, computer programmer, secretary, laboratory technician and nurse. In these tables, all responses are listed without reference to the frequency with which they were mentioned. They were created from verbatim responses contained in the summaries prepared by the interviewers. The responses were edited to remove irrelevant and redundant replies.

Table 3.1.8A Stereo Salesperson

Required Skills

Name brands
Quality
How they function
What kind of wires to hook up
How to please people
Persuasive
Conning
Keep on going when someone turns you down
Talking important
Reading not important
Writing important for receipts, math, adding, subtracting, discounts, tax.
How to find quality
Know electronics
Know how to fix stereos
Know what's best
Know what to listen for
Know math (to write up sales slips)
Be able to get along with people
Be a good salesperson--be polite
How to give them the best bargain
Neatness, cleanliness, friendliness, patience, good work habits, good attitude
Should know about stereos

Related Activities

Fixing
Learn about electronics and wires
Learn about equipment on stereos, read about it/take own stereo apart
Learning about mechanical stuff
Reading and understanding accounting about stereos
Regular junior high school academic subjects such as English, science and math, listen to what "other people" have to say about the subject
Listen to stereos/Appreciate music

Table 3.1.8B Mechanic

Required Skills

(Like the Fonz of Happy Days:)
He's a mechanic
He had to know the parts
He had to know what tools to use
He has to be cool
He has to be intelligent
Knows what each car needed
Wouldn't fix a Honda like you'd fix a Cadillac
Knows how to handle the car, take care of it, what it needs, how to be good at it and not mess it up
He needs to know the things mechanics study. He has to know how to fix cars.
Understand how cars operate. Be able to handle emergency situations.
Develop a good reputation.

Related Activities

Looks at them and fixes them
Fixes bikes an stuff like that
Always interested
Drag racing
Worked on cars
Bought junk car, shined it up and made it run
Study machines and the workings of motors
Practice by watching and helping out established mechanics
Figure out how things operate
Fix the family car, take things apart and put them back together
Fix his bicycle
Read Hot Rod magazine
Hang around with somebody who was a mechanic
Do odds and ends in a gas station or shop
Busy getting his reputation in tune, his coolness
Fixing cars, fixing bicycles, playing with gals.
Working with cars, fix motors

Table 3.1.8C Teacher

Required Skills
Learn to keep your control so that you won't be mad at the kids
Know a lot of things and know how to do a lot of things
Aprender a ensenar (learn to teach)
One has to be able to communicate with kids
Have patience
Good education
Good handwriting
Spelling
Learn how to treat students
Proper language.
Related Activities
Watch they way they talk
The way they react
Their figures of speech
What they are teaching
How they are towards the kids
Studying
Grammar
Paying attention to teachers so maybe you will learn something from what they do
Watch when stuff is on about teachers on TV specials
Math
Aprender al Ingles (learning English)
No fighting with other kids

Table 3.1.8D Loan Officer

Required Skills
Know how much you're going to give someone
Know how to keep track of things
Make sure they have their credit application
Know the safe combination, people have to trust him, has to know who to trust.
Know how to count
Multiply
Percents
Get along with people
Be bilingual
Keep his papers in order
Related Activities
Study math, languages, and reading.
Should try to get along well vith people.
Practice combinations on locks

Table 3.1.8E Truck Driver

Required Skills

He must know how to drive
Know directions; know where to go
Know how to fix the truck
Know where to sleep
Must be able to read and write to read freeway signs
Deliver his cargo properly
Turn trucks
Be a good driver
Go fast
Be strong
Take off the wheels
Be like a mechanic
Work all the controls
Put the flares out
How to park
Read maps
Pack the truck
Mileage
Gas
Driver's license
Know how high the truck is

Related Activities

Learning to drive
Learning to read
Learning directions
Draw trucks
Learn distances
Study maps
Study signs
Learn other languages
Get strong
Eat the right foods

Table 3.1.8F Bookkeeper

Required Skills
Math and reading
Discipline would be a valuable skill for a bookkeeper
Figuring out other people's problems
Bookkeeper must know numbers
Math
Filing
Read all the good books

Related Activities
Study the basics, math and English
Sports, and other extracurricular activities
Listening
They could learn to be quiet
Learn to get along with people

Table 3.1.8G Computer Programmer

Required Skills

Mathematics
Know about circuits and electrical units
Science
Reading and writing
He has to have good relations (with other people)
How to work the computer
How to get along with people
Key punch
Spelling
Foreign languages
Light temper
Have a computer programmer course
Learn how to use a keyboard
Learn how to type
Follow instructions
Patience
The language
How to put numbers in the machine
Accounting
Think logical
Use your mind a lot
Communication
Vocabulary

Related Activities

Go to computer school
Go see people work
Ask questions at career day
Take notes
Practice penmanship
Typing
Memory
Getting along good (with people)
Taking math
Reading
Language
Go to library and they have computer stuff there and they'll show you computer cards if you ask
Go to Radio Shack
Try working with computers to see how you feel about them
Get a part-time job using them
Do research on them
Get your parents to buy you a miniature one
Play computer games
Study how they work
Go to college, what can be learned outside of school? Nothing.
Fix computers around the school
Learn as much about technology as possible
Make a radio, a transistor or a transmitter

Table 3.1.8H Secretary

Required Skills

Shorthand
Good memory
Know how to answer phones and take messages
Do errands
Be organized
Make coffee
Take notes
Follow instruction
How to type
Get along with people
Be neat
Filing
Reading
Keypunch
How to write business letters
How to work computer
Copy machines
Talk to people
Good listener to boss
Be organized
Make appointments
You can't slack off
No bad language
You can't mess up
Penmanship
Vocabulary
Be charming
Be pretty
Have a good personality

Related Activities

Take good notes
Learn how to express yourself
Take typing
Business courses
Shorthand
Learn how to read and write
Spell
Talk good on phone
Go to college
Good handwriting
Have a light temper
Answer phone--push the right buttons
Being neat
Learning spelling
Learning to read and write English
Be bilingual
Answer the phone for your family and take messages
Keep a clean room
Learn how to make coffee
Learn how to write quickly

Table 3.1.8I Laboratory Technician

Required Skills
Know chemistry
Have a college education
Know physics and math
Know the chemical names
Be able to write formulas, to know what not to mix together
Getting along with people is not so important
A lab technician must know everything and has to be smart and brainy
Reading and spelling
Keep going to school as a way of staying informed in their profession
Being careful and having nerves

Related Activities
Lab technicians need to study science and math
Get a miniature chemistry set
Be organized
Studying at home
Studying chemicals and doing a thorough report
Reading

Table 3.1.8J Nurse

Required Skills
Read, write and speak clearly
Understand mathematics, especially metric measurement
Get along well with people
Know how to make beds
Know about blood and not be frightened of it
Know about science, anatomy, biology and be able to write and understand charts
Have clean nails
Know health
Be clean
Remember medicine schedule
Dress good
Dress in white
Take temperatures
Take shots
Not to think that blood and bones are gross
Don't faint
Know what kind of instruments to use
Take out babies
You gotta know what medicine to give people
How to calm people down
How to take blood pressure
Like to be healthy
Know how to help people
Know prescriptions and equipment
Know how to follow orders
Know about the parts of the body
Be brave
Read health books
Medical basic stuff like the human body, first aid, mouth to mouth resuscitation
Patience
Neat, not messy
Speak clearly
She has to have patience
She has to know math, about IV's
She should be bilingual
She has to have excellent habits and a good reputation
Keep your temper
Not to get mad if patient dies, not to blame yourself
Don't take dope

Table 3.1.8J Nurse (Continued)

Related Activities
Be a candy striper
Read a lot of anatomy
Look at some bodies
Get a part-time job in a pharmacy or helping nurses
Learn medicine
Have patience
Love for people
Tenderness
Know how to inject
Learn how to have a good attitude
Kind
Lots of volunteer work
Class in high school dissecting frogs
Going to infant intensive care unit
Take first aid class
Work in health office
Take temperatures
Read the thermometer
Practice on a doll
Help care for sick people at home
Learn artificial respiration
Learn not to be scared of blood
Learn to read and write English
Study
Be healthy
Practice following orders
Learn about health
Try to keep clean all the time so you'll get used to it
Cut your fingernails short
Don't wear nail polish
Know bones
Know types of blood
Have to go to school
Start getting information about what nurses do
Babysit
Read about science and the body

Sex Roles

As is the case with other adolescent populations, minority inner city youth applied sex-role stereotypes to their occupational choices and pre-vocational activities. That is, boys were the ones who wanted to be doctors, engineers and football players. Girls want to be secretaries, teachers, or models. When asked about the rationale for these differences, the inherent differences between the sexes--especially differences in physical strength--were cited.

Among these early adolescents and pre-adolescents there was also growing concern about participation in non-traditional activities which might affect acceptance by the opposite sex.

There were some marked differences in sex-role perceptions by sex and culture. Black girls seemed to be the most willing to accept non-traditional sex roles, although many of their own occupational preferences and favorite activities are still decidedly feminine. Black boys did not share the enthusiasm of their female counterparts for non-traditional roles, although some were open to them. Hispanic females and males alike favored traditional work roles. A few of the Hispanic girls interviewed were willing to perform counterstereotypic activities, but they were in a distinct minority. Hispanic males maintained the most rigid and traditional sex roles.

Thus, inner city minority females were capable of accepting non-traditional roles, while their male classmates generally were not. The possible exception is that some males were motivated by a need to interrelate with others and to help others through their work. This might leave an opening for exploration of non-traditional, "nurturing" occupations such as teacher or nurse.

3.2 Script Test Results

The results of the script test are shown in Tables 3.2.1 and 3.2.2. The appeal of the story and its principle characters are examined in Table 3.2.1, where the entries are average likability scores, broken down by grade, sex and ethnicity. Also included in the table are ratings of the realism of the story and one of its principle scenes.

Overall, the story was highly appealing with an overall likability score in the upper mid range of past programs evaluated in corresponding stages of development. Evelyn Merrit, the director of the counseling center, was the most popular character, followed closely by Tracy, a black girl, and Angie, the protagonist. Mrs. Bernstein, a guidance counselor who spiked Angie's career aspirations, was unpopular.

Students found the story to be somewhat realistic. However, the scene between Angie and Mrs. Bernstein was an exception.

Table 3.2.1 SCRIPT APPEAL BY GRADE, SEX AND ETHNICITY

Item	Total	---GRADE---- 6th	7th	8th	--SEX-- Girls	Boys	--ETHNICITY-- Black	Hispanic
What do you think of the story?[1]	4.12	4.40	4.32	3.71	4.25	3.97	3.91	4.29
What do you think of Tracy?[1]	3.80	3.91	3.93	3.60	3.96	3.62	3.76	3.80
What do you think of Angie?[1]	3.79	3.88	3.82	3.64	4.00	3.53	3.66	3.94
What do you think of Evelyn Merrit?[1]	3.89	3.87	3.88	3.93	4.00	3.76	3.92	3.88
What do you think of Mrs. Bernstein?[1]	2.51	2.95	2.08	2.17	2.44	2.59	2.59	2.50
How realistic was the story?[2]	3.25	3.41	3.68	2.92	3.39	3.08	----	----
How realistic was the scene with Angie and Mrs. Bernstein?[2]	2.86	2.92	3.00	2.70	2.85	2.88	----	----

[1] Average likability rating scored so that 5 = like very much, 1 = dislike very much
[2] Average realism rating scored so that 4 = very realistic, 1 = not realistic at all

Sixth and seventh graders generally found the story and its characters to be more appealing and realistic than eighth graders did. An exception was the Evelyn Merrit character, who was the favorite of the eighth graders.

Girls liked most aspects of the script more than boys, although boys found it more realistic. Angie, Evelyn and Tracy were all big favorites for the girls. The boys liked Mrs. Merrit best.

Chicano students liked the story more than blacks. Angie, who was described as Chicana and who was played with a distinct Hispanic accent, was

especially appealing to Chicano children. Evelyn, described as a young black woman, was the favorite character among blacks.

Table 3.2.2 examines comprehension by grade and sex. Nearly three-fifths of the respondents (57%) correctly stated that the story was about "how to plan your future career." Far fewer (less than 20%) identified "how important it is to learn basic skills"--the other intended message. Thus, the basic skills theme did not come through strongly in the test script.

Table 3.2.2 SCRIPT COMPREHENSION BY GRADE AND SEX

Item	Total	GRADE			SEX	
		6th	7th	8th	Girls	Boys
What do you think the story was trying to teach you?	57	56	59	57	56	57
What does Tracy want to be when she grows up?	76	67	86	82	75	76
Why did Angie get into trouble?	39	39	39	36	40	38

A large majority (76%) of the students correctly identified the career aspiration (disc jockey) of one of the main characters. However, a number misunderstood the motivation of the main character. Only about two-fifths (39%) indicated that she got into trouble, "because she was upset about her future." The most frequent answer was, "she made some bad friends." There were negligible differences in comprehension between grades and sexes.

Students were also asked to provide short written answers to a series of eight open-ended questions. Sample responses are found in Appendix C. The first and last scenes of the script were most often identified as the best liked. Students enjoyed the humor of the first scene and the friendship

theme of the finale. The worst part of the story was the scene in which Mrs. Bernstein "put down" Angie's career aspirations. The children thought Mrs. Bernstein should have handled things more tactfully and should have let her off more easily. About half of the respondents thought Angie should keep trying to be a designer, while the other half thought she should give up the idea. A frequently made suggestion was that Angie should visit a fashion designer and find out what the job is like if she wanted to pursue it further. The respondents wrote that Angie's friend Tracy should learn to talk clearly and develop good taste in music if she was to pursue a career as a disc jockey. Angie was visualized as wearing either designer clothes or khakhi's. Disco, rock, jazz, and punk were among the popular music forms which children listed as their favorites.

The results of the group interviews generally paralleled those of the questionnaire. Suggestions for improving the script gleaned from the interviews included adding more action, more humor, and more music. Listeners found the speech patterns of the characters to be a little too formal and unrealistic. However, they generally commented that the characters and their problems (e.g. switching career aspirations frequently) were true to life.

3.3 Pilot Test Results

The following sections present the findings of the pilot test conducted in June of 1982. The first three sections cover the results of the student questionnaires including the appeal of the YES, Inc. pilot, students' understanding of it, and its educational effects. The following sections treat the results of student group interviews, student letters to the producer, parent interviews, and teacher feedback questionnaires.

3.3.1 Appeal

Table 3.3.1 shows the likability scores for the show and its characters broken down by grade, sex, ethnicity, and geographic location. The table also presents the results of items which tested children's identification with some of the leading characters and their perceptions of the realism of the show.

TABLE 3.3.1 PILOT APPEAL BY GRADE, SEX, ETHNICITY AND LOCATION

		PERCENT CORRECT											
		--GRADE[1]--		---SEX---		--------ETHNICITY--------				-------LOCATION-----			
Item	Total	Lower	Upper	Girls	Boys	Anglo	Black	Hispanic	Other	MA	LA	HTN	DET
Liking for[2]													
Entire Pilot	4.40	4.56	4.26	4.54	4.26	4.14	4.34	4.62	4.40	4.62	4.62	4.40	3.97
Tracy	4.12	4.18	4.08	4.28	3.98	3.86	4.14	4.27	3.82	4.29	4.38	4.06	3.80
Angie	4.27	4.40	4.15	4.38	4.18	4.21	4.20	4.42	4.17	4.39	4.47	4.24	4.01
Miss Merritt	4.37	4.40	4.35	4.28	4.49	4.18	4.40	4.44	4.39	4.30	4.65	4.34	4.21
Mr. Torres	3.82	3.70	3.93	3.86	3.77	3.55	3.71	4.11	3.97	3.58	4.23	3.91	3.53
Jason	3.29	3.31	3.28	3.26	3.32	3.28	3.35	3.15	3.80	3.20	3.44	3.51	2.96
Sergio	3.32	3.20	3.43	3.29	3.34	3.31	3.07	3.66	3.73	3.00	3.43	3.74	2.82
Jeffrey	3.71	3.70	3.72	3.71	3.71	3.58	3.72	3.71	4.06	3.61	3.73	3.88	3.50
Identification with[3]													
Tracy	2.59	2.65	2.55	2.80	2.37	2.43	2.47	2.88	2.58	2.89	2.87	2.54	2.13
Angie	2.45	2.57	2.34	2.58	2.31	2.47	2.19	2.83	2.33	2.77	2.66	2.39	2.03
Jason	1.88	1.89	1.86	1.57	2.20	1.90	1.77	2.01	1.97	1.92	2.04	2.00	1.52
Perceived Reality[4]	3.38	3.46	3.31	3.45	3.32	3.34	3.33	3.50	3.25	3.59	3.56	3.28	3.16

[1]The 6th grade category includes 7th graders. Fourth graders are included in the 8th grade category.
[2]Average likability rating scored so that 5=like very much, 1=dislike very much.
[3]Average identification rating scored so that 5=Yes, alot, 1=No, not at all.
[4]Average perceived reality rating scored so that 4=Alot like real life and 1=Not at all like real life.

For the purpose of this table, children in grades five, six and seven have been combined into a "lower grade" classification, while eighth and ninth graders are found in an "upper grade" category.

Generally, the YES, Inc. pilot was highly appealing with an average likability score of 4.40 on a five-point scale. This score compares favorably with the ratings obtained by similar children's programs tested in the past using identical rating scales and data collection procedures. This score is in the top 25 percent of scores obtained by previous productions.

The YES, Inc. pilot appealed more to younger children than to older children, more to girls than to boys, and more to Hispanics than to other ethnic groups. Appeal was high among junior high school children in Massachusetts and Los Angeles, somewhat lower in Houston, and considerably lower in Detroit.

The appeal of seven feature characters was assessed. Across all viewers, Miss Merrit, the counselor, was the most popular. Angie, the Chicana lead character, and her friend Tracy were also well-liked. The most appealing male character was Mr. Torres, the liaison between YES, Inc. and its corporate sponsor. Among the male youth roles in the pilot, Jeffrey was the most popular. This is noteworthy since Jeffrey had a relatively minor role in the pilot and yet still garnered much higher ratings than Sergio and Jason, who were more prominently featured. Younger children generally liked the female characters more and the males less than older students. Girls liked the two young female leads and the older male, Mr. Torres, more than boys. Conversely, boys tended to favor the young male leads and the older female lead, Miss Merrit, more than girls. With respect to ethnic differences, Hispanic youths liked Latin characters more than other groups and black children liked black characters. Among Anglo children the most popular character was Angie, while other ethnic groups all had Miss Merrit as their favorite. Differences between cities tended to parallel the ethnic differences of the samples used in each location, although Detroit students rated the

characters lower across the board than students in other cities. An important exception to these patterns are the comparative ratings given to Jeffrey. Jeffrey tends to have universal appeal across grade, sex, and ethnicity.

A separate issue is whether the audience identified with the characters as well as liked them. That is, did viewers want to be like the characters as opposed to simply like them. These results are shown in the bottom portion of Table 3.3.1. Even though the characters were well-liked, viewers did not identify with the three most prominently featured in the pilot. The average identification scores for Tracy, Angie, and Jason were well below the mid point of the five-point identification scale on which a score of five was assigned when viewers indicated they wanted to be a lot like the character and a score of one when they said they did not want to be like the character at all. The scores for Tracy and Jason were very low compared to results obtained in past evaluations. The results of interviews revealed that these characters were perceived to be involved in gang activities or had personality flaws which disqualified them as role models for many of the viewers who were not themselves so inclined.

Finally, the pilot was rated high on realism. Perceived reality was rated on a four-point--as opposed to a five-point--scale ranging from "a lot like" or "not at all like real life." The average perceived realities score was 3.38 with the highest marks coming from younger children, females, and Hispanics in Los Angeles and Massachusetts.

Students in select classrooms were also asked to provide continuous likability ratings on the same five-point scale used to evaluate the pilot and its various characters. These results are presented in Figure 1. In all, a total of 151 students participated in this aspect of the evaluation. The results show that liking for the pilot reached an early peak at about five minutes into the show and then leveled off throughout the remainder of the first quarter hour. Liking picked up again at the outset of the second half of the show and generally remained high thereafter.

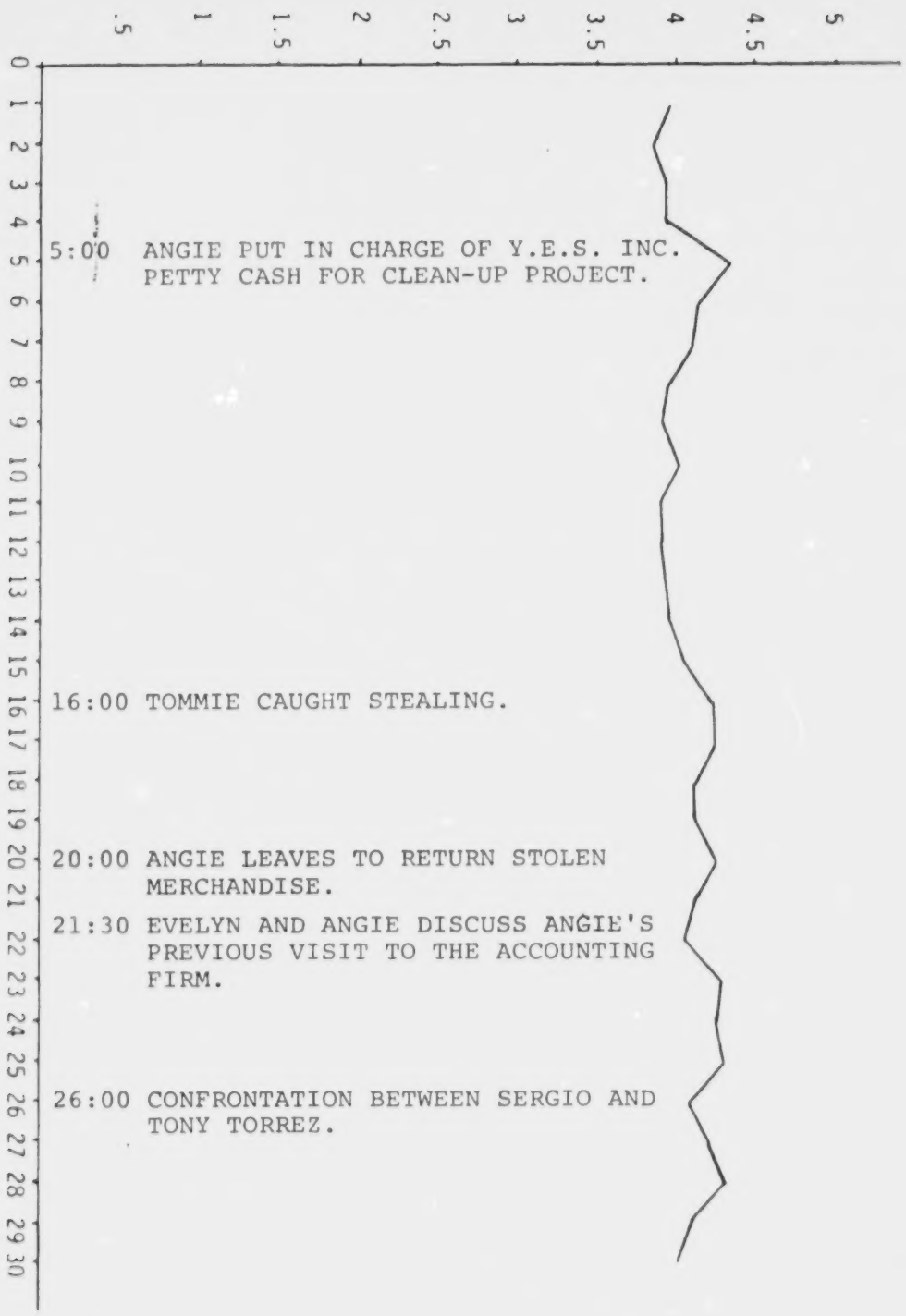
.5 1 1.5 2 2.5 3 3.5 4 4.5 5
0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30
5:00 ANGIE PUT IN CHARGE OF Y.E.S. INC. PETTY CASH FOR CLEAN-UP PROJECT.
16:00 TOMMIE CAUGHT STEALING.
20:00 ANGIE LEAVES TO RETURN STOLEN MERCHANDISE.
21:30 EVELYN AND ANGIE DISCUSS ANGIE'S PREVIOUS VISIT TO THE ACCOUNTING FIRM.
26:00 CONFRONTATION BETWEEN SERGIO AND TONY TORREZ.

FIGURE 1
Y.E.S. INC.***PLOT POINTS

3.3.2 Comprehension

A brief series of questions concerning major points in the development of the plot were administered. The results of these questions are shown in Table 3.3.2. This table shows the percent of respondents who answered each of the questions correctly. The vast majority of the respondents (80.2%) correctly identified the purpose of YES, Inc., which was a career counseling center. Over two-thirds (68.9%) also correctly stated that the center was in trouble because it was in danger of losing its funding. However, relatively few of the respondents understood that Angie wanted to be a bank president (11.3%). The vast majority (73.2%) stated that Angie wanted to be a fashion designer when she grew up. Apparently the majority of the respondents did not make note of the scene in which Angie indicated that she was going to abandon her ambition to become a fashion designer if she could become a bank president by virtue of her skill in mathematics.

TABLE 3.3.2 PILOT COMPREHENSION BY GRADE, SEX, ETHNICITY AND LOCATION

	PERCENT CORRECT												
		--GRADE[1]--		---SEX---		--------ETHNICITY--------				-------LOCATION-----			
Item	Total	Lower	Upper	Girls	Boys	Anglo	Black	Hispanic	Other	MA	LA	HTN	DET
What is YES, Inc.?	80.2	75.8	84.3	81.7	78.3	86.0	79.9	78.5	72.4	83.8	72.5	72.8	93.8
Why is YES, Inc. in trouble?	68.9	61.9	65.8	63.2	65.7	68.5	66.3	58.2	62.8	64.6	56.3	61.2	74.1
What does Angie want to be when she grows up?	11.3	11.9	10.7	9.3	12.5	11.6	6.4	18.5	8.3	10.5	18.0	11.3	5.4
What do you think the story is trying to teach you?	29.8	32.2	27.6	29.7	30.1	26.3	35.2	23.3	34.3	27.2	30.6	22.5	40.5

[1]The 6th grade category includes 7th graders. Fourth graders are included in the 8th grade category.

Slightly less than one in three of the viewers (29.8%) correctly answered that the story was trying to teach them how important it is to learn basic skills. More (43.1%) answered that the story was trying to teach them about "how to plan your future career." Thus, in comparison to the pilot script, more students identified the basic skills scheme of the pilot after seeing the finished product. However, the basic skills message was still not widely received.

3.3.3 Educational Effectiveness

A series of measures were devised to measure the educational objectives of the series. Knowledge of job skill requirements was measured by a series of questions which asked respondents to identify which skills were the most important in order to succeed at a particular job. These were multiple choice items with four alternatives and the other three alternatives were plausible, but not the most critical basic skills identified in the YES, Inc. Writer's Notebook. The jobs tested were secretary, accountant, bank manager and physical therapist, four jobs that received prominent attention in the pilot program.

Knowledge of job-related activities which help people prepare for future jobs was tested by a series of matching items. Respondents were asked to match the jobs of business manager, accountant and physical therapist to the related childhood activities which helped them prepare for these jobs.

Students were also asked to identify their own present job-related skills by checking items on a list of activities which they thought they were better at than most other people their age. These items included making a budget, speaking clearly and confidently, adding and subtracting, and taking responsibility for money.

Children were also asked about their job aspirations. They checked job titles on a list to indicate the ones they thought they could be good at. The list included bank president, physical therapist, computer programmer, and laboratory technician. These items were selected since they were jobs desired by the youthful role models in the program.

Two intentions to acquire job skills were also measured. These were intentions to visit people at work to learn about the things they do and to practice speaking more clearly and confidently. Respondents indicated their intention to engage these activities by circling a number on their answer sheet on a five-point agree/disagree scale.

The benefits of work were measured by another set of agree/disagree items including, "people respect you if you have a good job," "I want a job that well let me help other people," "you can learn a lot from a job," "a job is something to be proud of," and "there are plenty of ways to get money without having a job." The scoring of the latter item was reversed in the analysis to make it consistent with the other positively worded items.

In each case, only items which related specifically to program content were selected for these measures. Additional items were included in the various questionnaire sections so that students would not be cued to focus only on those items which had been covered in the show. In each case, the multiple items for each measure, ranging from two items for the intention scale up to five items for the benefit scale, were added together. These total scores are analyzed in the remainder of this section. The reader will find a glossary of the items used for the measures plus information about their reliability and validity in Appendix D.

The educational effectiveness of the program was analyzed in a series of analyses of variance (ANOVA). The impact of viewing the pilot was examined by placing respondents in either the experimental (pilot first) or control (test first) group. When this treatment variable contributed significantly to the overall F-ratio, it was interpreted to mean that those who viewed the pilot prior to taking the test (experimental group) had significantly more career awareness than those who took the test first (control group). Sex, grade, and ethnicity were also included in these analyses to help control for underlying demographic differences which may have existed between the experimental and control groups, and which could otherwise explain the results. Preliminary analyses revealed significant effects by city. However,

it was apparent that between-city differences in the composition of the sample, particularly with respect to ethnicity, were responsible for these differences and so geographic location was dropped as an explanatory variable in the final runs shown in Table 3.3.3. Stepwise analysis of variance was used owing to the inclusion of attribute variables such as sex, grade, and ethnicity in which their were unequal cell sizes. Stepwise analysis of variance adjusts for unequal cell sizes by correcting for the addition of each new variable to the analysis of variance equation. In interpreting these tables, a treatment effect is inferred when the F statistic is significant at the .05 level or less within an overall analysis of variance which itself has a F-ratio significant at less than the .05 level.

Knowledge of Job Skills Requirements. The experimental treatment along with the demographic variables explained a significant amount of variance in knowledge of job skills requirements (F (14,898) = 1.73, p less than .05). The treatment effect was highly significant with those who saw the pilot before taking the test scoring significantly higher on knowledge of job skill requirements than those who took the test first. Their was also a between ethnic groups rather than exposure to the pilot for YES, Inc. Anglo children were far less likely than minority children to state that they were better at skills such as making a budget and speaking clearly than minority children. Black children were more likely to say that they were good at these activities than others.

Knowledge of Job-Related Activities. The analysis of variance explained a significant amount of variance in job related activities (F (14,863) = 6.40, p less than .001). However, the majority of the variance was explained by sex, grade, ethnicity and interactions between these variables. In contrast, the treatment effect narrowly escaped significance (F (1,868) = 3.19, p = .075). Girls, eighth graders, and blacks scored higher than other children in the sample. Thus, children in the experimental group, who saw the pilot before the career awareness survey, did score higher than those who took the test before viewing. However, this result was not statistically significant.

TABLE 3.3.3 ANALYSIS OF VARIANCE RESULTS

Source	df	MS	F	Significance
A. Knowledge of Job Skill Requirements				
Treatment	1	11.20	11.20	.001
Sex	1	.12	.12	.723
Grade	1	6.23	6.23	.013
Ethnicity	2	1.43	1.43	.240
Interactions	9	.42	.42	.925
Explained	14	1.73	1.73	.046
Unexplained	898	1.00	----	----
B. Knowledge of Job Related Activities				
Treatment	1	3.09	3.19	.075
Sex	1	8.97	9.24	.002
Grade	1	26.88	27.70	.001
Ethnicity	2	14.27	14.70	.001
Interactions	9	2.16	2.23	.018
Explained	14	6.21	6.40	.001
Unexplained	863	.97	----	----
C. Identification of Present Skills				
Treatment	1	.09	.08	.789
Sex	1	1.08	.99	.321
Grade	1	.01	.00	.941
Ethnicity	2	5.18	4.73	.009
Interactions	9	1.77	1.62	.106
Explained	14	1.96	1.79	.036
Unexplained	942	1.10	----	----

TABLE 3.3.3 ANALYSIS OF VARIANCE RESULTS (Continued)

Source	df	MS	F	Significance
		D. Job Aspirations		
Treatment	1	13.84	9.60	.002
Sex	1	31.83	22.07	.001
Grade	1	1.96	1.36	.243
Ethnicity	2	5.18	4.73	.009
Interactions	9	.77	.53	.851
Explained	14	5.19	3.60	.001
Unexplained	942	1.44	----	----
		E. Intentions to Acquire Skills		
Treatment	1	14.33	4.09	.043
Sex	1	68.28	19.49	.001
Grade	1	.00	.00	.969
Ethnicity	2	42.00	11.99	.001
Interactions	9	3.68	1.05	.398
Explained	14	14.27	4.07	.001
Unexplained	911	3.50	----	----
		F. Benefits of Work		
Treatment	1	19.47	2.76	.097
Sex	1	1.60	.23	.634
Grade	1	48.34	6.85	.009
Ethnicity	2	10.48	1.48	.227
Interactions	9	2.35	.33	.964
Explained	14	7.97	1.13	.328
Unexplained	881	7.06	----	----

Identification of Present Skills. A significant amount of variance in identification of present skills was explained (F (14,942) = 1.79, p less than .05). However, most of the variance explained was due to differences between ethnic groups rather than exposure to the pilot for YES, Inc. Anglo children were far less likely than minority children to state that they were better at skills such as making a budget and speaking clearly. Black children were more likely to say that they were good at these activities than others.

Job Aspirations. A significant amount of variance was also explained in children's aspirations for future jobs (F (14,942) = 3.60, p less than .001). Here the treatment effect was particularly strong (F (1,942) = 9.70, p less than .01). That is, children in the experimental group identified a significantly larger number of possible occupations that they could succeed at than children in the control group. There were also significant sex and ethnicity effects. Boys and blacks scored considerably higher than other children. The sex difference was probably a consequence of the predominance of male-oriented jobs which were included in the pilot and the evaluation measures as well.

Intention to Acquire Skills. The experimental treatment and demographic variables also explained a significant amount of the variance in intentions to acquire job related skills (F (14,911) = 4.07, p less than .001). The treatment effect was significant, with children in the experimental group having stronger intentions to engage in activities which would help them acquire job skills than those in the control group. Girls scored higher than boys and minority children scored considerably higher than Anglo children on this measure. The sex difference was probably a consequence of the fact that both of the items included in the measure were related to social and verbal skills which are typically areas of female excellence. It may also be that minority children sensed a greater need to increase or to augment their speaking skills and so scored higher than Anglo children. Hispanic children scored the highest of all on this measure.

Benefits of Work. The series had no apparent impact on beliefs about the benefits of work nor did demographic variables such as sex, grade and ethnicity explain variance in this measure (F (14,881) = 1.13, p = .328).

Summary. Thus, there is preliminary evidence that exposure to the YES, Inc. pilot does cause significant increases in viewers' knowledge of job related-skills, their aspirations to future jobs, and their intentions to acquire job-related skills through youth activities. The pilot also has a weak effect on children's knowledge of job-related activities, although this is not a statistically significant finding. There is no apparent effect on viewers' ability to identify their own present skills or the benefits of work to objectives which were not prominently featured in the pilot.

3.4 Student Interviews

Thirteen groups of students were interviewed after watching the No Free Lunches episode of YES, Inc.. Over 100 students participated, of which 12% were Anglo, 50% were black, 37% were Hispanic and 1% were Asian. Among the students, 35% were at the sixth grade level and 65% were at the eighth grade level. The results are summarized below by topics from the interview outline.

Similarity to Other Shows. Generally, Coming Together was not perceived as being like other television shows that the students watch. Some students felt it was "better" because "it was like real life" and "unique" since there are "not many shows on teenagers available." They thought it was like Fame because "they both have children working together to achieve something" and like Good Times which features "black people who get in trouble" and "shows the hard times that people have." Also mentioned was Up and Coming, featuring a black family in various situations.

Favorite Parts of the Show. The show's "real life" quality, showing "every day people," was the strongest factor in its popularity. The problems, setting, and people were seen as realistic. The students liked the moral

aspects of the program, when "Tommie got caught" and when "Angie returned the stolen goods." They liked that people were trying to "better themselves" and that "different races were working together." The low rider car was a particular favorite especially with the boys and the younger students. Miss Merritt was a favorite because she helped the students, was confident in them, and was patient and trusting. Angie was popular because of her growth and development. Tracy and Sergio were also favored by some.

Least Favorite Parts of the Show. The least favorite parts of the show were the ones which had been designed to create conflict: a scene at an accounting firm, the bust, when Tommie told here friends, Liz and Tommie being mean to Tracy, Liz trying to pick a fight with Angie, Liz and Tommie stealing, Jason getting hurt, and the center being wrecked. The scene with the store security guard was perceived to be unrealistic. His acting in the bust scene seemed fake and respondents thought it unlikely that he would have given the girls a chance to return the merchandise, rather than going straight to the police. There were various dissatisfactions with the characters: "too much street lingo" and dialect "too harsh" for some, Tracy "butting in everywhere", Jason "too subborn and too much of a big shot", Sergio with a "chip on his shoulder", and the secretary "too prejudiced." Some complained of negative Latino portrayals. Most wanted more action and to show more of the characters and how things developed.

Perceptions of Angie. Angie was seen mostly as being "uncertain and confused, "influenced by her friends" and by "peer pressure", and at the same time being self confident, strong, determined, and tough. Also, she "wants it to come easy" and "gave up too quick", and she changed from "bad to good." Singular observations included that she was flexible, honest, respectful, smart, pretty, and had a "soft side, returning the goods."

Perceptions of Tracy. Tracy was overwhelmingly viewed as a "good friend", "sticking with Angie", and "trying to help people." Also, she is nice, smart, cool, and a dreamer in spite of being outspoken, and at times, disrespectful. She was perceived to be thoughtful, kind, concerned, a good listener,

patient, truthful, determined, "she knows what she wants, her mind is set", and "cute." However, one student described her, apparently because of here demeanor and street language, as "promoting the ignorant side of blacks."

Changes to Make It Better. Respondents said they wanted more settings, more characters ("even if they are just extra people at the store and the center"), "more younger and ordinary people", "more action and excitement," "more surprises and twists in the plot", more comedy, and more music. They wanted a longer show and to "see how things turn out", for example, what happened with the police and Tommie, with Jason after the fight, with Angie when she returned the goods. Many respondents said that the same characters should be continued. Miss Merritt was seen by some as too bland and Tommie as too happy, given here pregnant state. Some thought there should be no stealing and the accounting firm secretary shouldn't be so mean. A few liked Coming Together better as a title than YES, Inc.

Changes to Make It More Realistic. Most found the show already lifelike while some found the ending too happy, saying "life is not all roses." There was a call for more ordinary Hispanics and whites. They wanted more background information on the characters--who were their parents, families, teachers, etc., where did they live, how did people make money, and so on. Everything seemed "too neat and clean," from their clothing, to the bedroom, to the center ("it looked like a library"). There should be other people hanging around. Some thought that Tommie should not drink, that Angie would not hold her cool for so long and that "she'd make Liz and Tommie go with her" to return the goods and that "Liz and Tommie would have put up more of a fight about Angie taking back the stuff." Others thought that the girls would not have talked with the guard and that "he would have turned them in to the police."

What the Show Was About. "Planning for the future", learning "how to get a job" and "not stealing" were the strongest lessons learned in the show. These were cited by almost every group interviewed. Also mentioned were interpersonal themes ("help others," "be a friend," and "trust your friends,") and career development messages ("how counseling helps you pick

the right job," "how to dress in the straight world", "get basic skills", "speak clearly and confidently", and "reach for your goals." Other messages received included "keep out of trouble," "don't get pregnant," "stay in school," and "get involved with your neighborhood." There was also an appreciation that the "world is hard" so "don't waste your life," "make a better life for yourself" and "don't give up."

3.5 Student Letters

One hundred and seventy-nine students in both the sixth and eighth grades in Los Angeles and Houston wrote letters to the producer telling him what they did and did not like about the show.

Over 100 of the students liked the show with about ten strongly disliking it and the rest more or less neutral. Angie and Tracy were the overwhelmingly favorite characters. A few people reacted negatively to Tracy, mostly because of her outspoken and, at times, rude attitude. Miss Merritt was well liked. Sergio, Jason and Mr. Torres received mixed reviews from a small number of people. Jeffrey was seen in a positive light; Liz and Tommie were seen negatively by a small number of the students (see Table 3.5).

As in the interviews, the show's real life quality was the factor most often noted in its popularity, although some felt that it went too far in its realism. A few people thought that the show was not realistic, noting particularly the background, sets, and scenery. The use of street language got mixed reactions with more people commenting negatively. Some students mentioned that they did not understand some of the street language.

The favorite scenes were with the low rider, when Angie returned the stolen goods and when the security guard "busted" Tommie. The least favorite scenes were when the girls were stealing and when the center was broken into. Some also thought that the show's Hispanic roles did not reflect the full diversity of Latin youth subcultures, focusing excessively on gangs.

TABLE 3.5 CONTENT ANALYSIS OF STUDENT LETTERS

Element	Number Like	Number Dislike
Entire Program	102	9
Realism	32	6
Background	--	4
Language	2	5
Characters		
Angie	20	--
Tracy	13	3
Miss Merritt	6	--
Sergio	3	3
Jason	3	2
Mr. Torres	2	2
Jeffrey	2	--
Liz	--	6
Scenes		
Low Rider	16	--
Returned Goods	9	--
Tommie Busted	7	1
Girls Stealing	2	13
Center Broken Into	1	5
"Homeboy"	3	--
Angie in Nice Dress	3	--
Sergio and Jason Fight	1	2
Taking Pool Ball	2	1

Specimen letters are found in Appendix C. Sample comments from the students...

On Realism:

"Your show was very good. It comes very close to real life. It seems you really understand what's going on these days."

"I'm glad that TV is looking for situations that are occuring today in life."

"The show was interesting. But it was a little too much like real life and it's not so fun watching bad things."

"I like those sorts of shows (where) they tell the truth. They really let people know how hard it is in this world."

"I like your show a lot because sometimes it turns out to be true, and its' frightening to me but not that much."

"I saw many of my friends in those characters."

"It was maybe a little too close to reality, a little to hard core for the general public."

On Hispanic Portrayals:

"The thing that I disliked was the stereotypes they gave to the Hispanics. It gives an impression of all Hispanics being that way."

"Don't show only gangs, show other backgrounds."

"There is all kinds of stereotype in the Hispanic world. They only emphasized the low class or more the less educated class Mexicans."

On the Characters:

"I enjoyed how you took the characters of people who are really living in this world and showing the changes that they make. I really liked how the center got along as a family and looked out for each other. No matter what happened, the main characters would return to the center just like it was their home. It was really comforting to see how hard it is for others in the world and say, I must be lucky because we don't have to go through hard changes in our own lives."

"It was nice to see members of gangs and such expressing and admitting to their faults and problems and I think there should be more centers in the U.S.A. such as YES, Inc."

On Dreams and Goals:

"It had a very good sense of dealing with teenagers who need help in getting going for what they want to be."

"I also liked the way the children in the movie never gave up on their dreams about the future."

"It helps people realize that even though you came from a bad neighborhood and have friends or relatives that are also bad and steal things, you do not have to be like them, you can still hang onto your dreams until you reach your goal."

3.6 Teacher Interviews

Fifty-three teachers and administrators completed a feedback questionnaire following a screening of No Free Lunches. Of these, thirty-eight were teachers, one was a student teacher, four were teacher's aides, one was a resource teacher, four were administrators, two were librarians, and three were counselors. The teachers taught in grades five through nine, but more than 80% of the classes were in grades six, seven, and eight. Fifty percent of the teachers taught in more than one grade.

Most of the teachers liked the program, rating it an average of 3.8 on a scale of one to five.

The show's realistic approach, including language and dress, was seen as its principle strength. Other strengths noted were helping children mature, teaching them appropriate behavior and skills for gaining employment, the presentation of characters with which the students would identify, and the encouragement of positive values and self-image. The show as noted for holding the interest of the students and for its good acting.

The main weakness of the show was felt to be that it encouraged bad behavior including sarcasm, hostility, disrespect, promiscuity and thievery. There were perceptions of a poor balance of types of people portrayed: too few and negatively portrayed whites and limited portrayals of Hispanics. Some felt that the program was too sophisticated and the cast too old for their students to identify with; others found the show too slow and boring.

The teachers wanted future shows to follow through on characters introduced in this episode, especially Angie. They suggested teaching specific skills, such as how to act in interviews and emphasizing the positive in both children and teachers, dealing with qualities like the patience and self-confidence necessary to gain employment. Some thought the show should be targeted at a younger audience featuring younger actors. Suggestions for future episodes: drug abuse, suicide, teen pregnancy, and gangs.

The show was felt to be at the appropriate grade level by 80% of the respondents and as being too high by 50%. The most appropriate grade level averaged 7.5 on a scale of kindergarden through ninth grade.

The material presented fit moderately well into the schools' curriculums, averaging 3.3 on a scale of 1 to 5. It was found to be slightly more relevant to the students' educational needs, averaging 3.5 on the same scale. The main reasons offered were the emphasis on self-awareness, self-esteem, and self-improvement as well as clarification of values and a focus on attitude and skills, including decision making.

Approximately 70% of the teachers said they could incorporate the show into their curriculum while 30% would not. Those who would use the show would do so to motivate and to inform the students, using it as a tool to get them to think about new areas. Another consideration was the expectation that students identify with the characters. Those who would not use the show felt that the show was irrelevant to their subject areas (Math, Spanish), that they didn't have enough time, that the grade level was too high, or that the show supported negative values and behavior.

The teachers would like to coordinate their teaching efforts with the show, possibly using the series in conjunction with other teaching material. Again, they emphasized that the program needs to be targeted at a lower age level, that it should show more positive role models and deal with the more immediate concerns of the students, rather than career planning.

3.7 Parent Interviews

YES, Inc. was perceived to be quite a bit different from the other programs that the children watch, making it difficult to make comparisons. It was different (and most felt "better") than the sitcoms the children usually watch, more factual and more message-oriented. In spite of its being better, many of the parents felt that their children might not watch it, unless they had to for a report because it's "too heavy" and "too slow."

Parents had mixed feelings about wanting their children to watch YES, Inc. at home. Those who favored it did so primarily because of the show's message and because it showed real life problems that affect children of all ages. Some would let their children watch only if they themselves were also watching and available to answer questions their children might have. The parents who did not want their children to watch the show were mostly concerned by the negative overtones: the bad attitudes, the street language, and the way of dressing. Others felt that their children were too young and that they "wouldn't force them to watch it, as it's more like a program they would see at school."

Again, the feelings were mixed about having the children watch the program in school. Those favoring it wanted their children to be exposed to the values, the career awareness and to other lifestyles in a group discussion context. Those against it did not feel that the program dealt enough with careers, and that it had too many negative elements including the language, the fighting, and the illegitimate pregnancy.

Giving more information on the family life and background of the teenage characters was the most frequent suggestion for changing the program. The parents also wanted a more varied ethnic mix ("if you are going to speak to children, speak to all"), more diversity in Hispanic portrayals, and younger characters. The center needs to be more clearly defined ("are they in a detention center?") and alternatives need to be presented with a greater emphasis on the education they receive at school. Also, there was a call for more humor.

The objectionable areas of the show centered around the lack of family involvement ("show their parents at work"), the negative behavior, and the lack of a strong focus on career awareness. For example, "Angie wasn't prepared for the interview" and "she has to learn she has to work her way up, that she can't just start out at the top." Other concerns were that the show talked down to the audience and that it dealt only superficially with important issues like pregnancy.

The program was not entirely successful in helping children prepare for future employment, according to most of the parents. They did acknowledge that the program dealt with the intangible qualities that are needed for jobs, like attitude change and accountability. However, they felt that the show did not deal with the more concrete aspects of employment like how to go to interviews, what skills are required by particular jobs and how to go about pursuing a career. One suggestion was that they get "on the job training." It was also mentioned that "the average person changes careers three times after the age of 21 so the show should embrace not so much finding a specific career as becoming aware of the kinds of things one likes to do." Parents wanted a longer show with some further resolution of the plot, especially what happened to Angie.

The parents would like the show to teach their children both abstract and concrete skills. They would like their children to have positive values, to be responsible, respectful, confident and have self-pride, no matter what they do for work. They would like their children to be able to set goals, to

realize what they can do and to be able to choose a suitable job. Hopefully, the children would learn how to speak, dress and act properly, and practical skills like how to interview for jobs and how to make up a budget.

The parents would like their children exposed to a variety of jobs, especially including some that would be accessible to them as teenagers. A lot of these are jobs were "they could use their hands", for example, a "dishwasher", "pushing a broom", "working at a fast food restaurant", in a hospital, at child care places, bagging groceries, etc. Basically, the parents would like their children to have the "big picture" about appropriate behavior and suitable goals as well as more specific information about how to get jobs and develop useful skills.

APPENDIX A

CONCEPT TEST MATERIALS

1. Interview Outline
2. Interview Summary Outline
3. Specimen Interview Summary

Coming Together
Interview Outline

TO THE INTERVIEWER: Please use the list of topics below as a guide. You may vary the wording and order of the questions. It is important that you cover each topic with each group. Be sure to draw out all participants on the topics and to probe beyond single word or superficial answers. Try to stimulate conversation between participants by having them react to what others have said. You should only intervene to redirect the discussion to a new topic or to keep it from going too far off on a tanget. Study the outline so that you do not have to refer to it during the interview. Above all, do not read directly from it. Immediately after the interview, write down notes about what was said, using a blank copy of the outline. Prepare a two-page summary later the same day of the interview while it is fresh in your mind. Refer back to the tape to fill in specific pieces of information and for verbatim quotes. Use the report outline to prepare your summary. Turn it in with the tape attached within two days.

My name is _____ and I'm working with Channel 28 in Los Angeles. We are making a new TV series about people who are your age and a little older who want to get jobs. I'm here today to get your ideas about what should be in the show. We will let the writers and the producer know what you have to say. First let me know your names.

TELEVISION PREFERENCES:

One thing the producer wants to know is what kind of things you like to see on television.

What is the best show on television?

Why is it the best? (PROBE: Why is it good, why is it funny, why is it exciting, etc.)

Who is the best character in that show?

Why is he/she the best?

THE WORLD OF WORK ON TELEVISION:

(NOTE: Pick two of the characters mentioned--one male and one female).

Let's talk about _____. Does he/she have a job?
(IF YES) How do you think he/she got the job?

What did he/she have to know to get the job?

What does _____ have to know to do his/her job well?

Imagine _____ when he/she was your age.
What was _____ doing them to help prepare for the job they have now?

Does _____ like their job? Why or why not?

What does _____ get out of his/her job besides the money?

(IF CHARACTER HAS NO JOB)
What kind of job do you think _____ could get (when he/she is a little older?)

What is _____ doing now that would help prepare them for that job?

What would _____ have to learn to be good at that job?

CAREER AWARENESS:

Now let's talk about you.

What kind of do you want to have when you grow up?

What kind of job would you like to have right now?
(NOTE: Pick two of the jobs mentioned--one male, one female--and get the others in the group to react to it. Then get the person who mentioned it to respond.)

Ok, what about _____(job)_____. What do you think _____(name)_____ will have to learn to be good at _____(job)_____?

What should (name) be doing right now to help prepare for it? (PROBE: What else besides going to school?)

What can you get out of a job like that? (PROBE: Besides money?)

(NOTE: Ask of the person who mentioned the job.)
Do you still want to be a (job).

Do you think you could be good at it? Why or why not?

Do you agree with what the others said? Why or why not?

PRE-VOCATIONAL ACTIVITIES:

What are the things you like to do most right now?
(NOTE: Pick two and ask of the others in the group, as before)

Why do you think people enjoy (activity)?
(PROBE: Why is it fun, exciting, rewarding, etc.?)

What are some jobs that (activity) could help (name) prepare for later on?

What are the specific things that (name) is learning by doing (Activity) that will help them in that job?
(Ask of person who mentioned the activity.) What do you think of what the others said?

CAREER KNOWLEDGE:

Ok, let's play the game once more. This time, let's start with some jobs that you haven't mentioned.
(NOTE: Pick one from each list below, change the ones you pick between interviews.)

"Male Jobs"	"Female Jobs"
Computer Programmer	Nurse
Doctor	Teacher
Engineer	Social Worker
Restaurant Manager	

What are the most important things for a ___(job)___ to know? (PROBE for specifics: What kind of math do they have to do? How well they have to get along with other people? How well do they have to read, write and speak? What kind of habits do they have to have on the job?)

What should people your age who want to be a ___(job)___ do to prepare? (PROBE: Besides doing well in school. What about outside of school?)

Why would a person wants to be a ___(job)___. What would they get out of it? (PROBE: Besides money)

SEX ROLES:

One final thing.

We've been talking about some jobs men usually have and others women usually have. What's different about things boys and girls your age do that lead to the different jobs they have later on?

Some people say that girls don't have as many chances for jobs as boys do. Is that true in your neighborhood? Is that right or wrong? Why is that?

Interview Summary Outline

(NOTE: Substitute specific items covered in your interview into the blanks. Write in narrative form.)

I. Career Knowledge

A. Knowledge of Jobs TV Characters Have

1. Skill requirements for (Job #1)

2. Skill requirements for (Job #2)

B. Knowledge of Own Desired Jobs

1. Skill requirements for (Job #1)

2. Skill requirements for (Job #2)

C. Knowledge of Suggested Jobs

1. Skill requirements for (Job #1)

2. Skill requirements for (Job #2)

II. Present Skills

A. Skills provided by (Activity #1)

B. Skills provided by (Activity #2)

III. Relation of Activities to Employment

A. Jobs TV Characters Have

1. Activities that prepare for (Job #1)

2. Activities that prepare for (Job #2)

B. Jobs Respondents Desire

1. Activities that prepare for (Job #1)

2. Activities that prepare for (Job #2)

C. Suggested Jobs

1. Activities that prepare for (Job #1)

2. Activities that prepare for (Job #2)

IV. Benefits of Work

A. Benefits of TV Jobs

1. Why (Character) likes (Job #1)

2. Why (Character) likes (Job #2)

B. Benefits of Desired Jobs

1. Benefits of (Job #1)

2. Benefits of (Job #2)

C. Benefits of Suggested Jobs

1. Benefits of (Job #1)

2. Benefits of (Job #2)

V. Aspirations

(List all the desired jobs mentioned)

A. Adult Jobs

B. Teen Jobs

VI. Pre-Vocational Activities

A. Favorite Activities (List all those mentioned)

B. Reasons (List reasons for their favorites)

VII. Sex Roles

A. Boy/Girl Differences

B. Reason for Differences

VIII. Preferences

A. Favorite Programs (List)

B. Favorite Characters (List)

IX. Other Comments

A. Description of Group

1. Number
2. Sex
3. Age
4. Ethnicity

B. General Impressions

REPORT ON INTERVIEWS AT HAMPTON MIDDLE SCHOOL

There were ten middle school students in my group at Hampton Middle School, and the vast majority of them were girls. They demonstrated a high level of sophistication, particularly in regard to jobs and careers. Each member of the group seemed to have given some consideration to a career, as opposed to a job, and appeared to demonstrate some knowledge about the career and its educational requirements. Two members of the group expressed a desire to be electrical engineers, one boy and one girl. Each had a role model in a close relative. Three of the group members stated an interest in the medical field; one wanted to become a registered nurse, another a veterinarian, and the third a pediatrician. In one instance there was a role model in the immediate family. Among the other professions or career aspired to were computer programmer, model, reporter, cartoonist and lawyer. The student who offered his interest in a career as a cartoonist was aware of the training needed. He had taken several years of private art lessons.

The show the students identified with the most was "General Hospital" the afternoon soap opera. They universally followed the plot and knew all the major, and in some instances, minor, characters. Luke and Laura were their favorite actors in the drama. Among the reasons the students liked the show were the program's realism (their concept) and its offering of adventure. The students were aware of the principal's jobs, but were not as certain about how they got them. Among the comments was, "Laura worked at the disco because Luke wanted to hire her." They were less sure how she got the skills needed for the job she held. The same held true for Luke's position as manager of the disco. He appeared, in their eyes, to have fallen into his position.

The students talked about other programs they watch on television and they included "Fame", "Facts of Life", and "Real People."

All of then drew high marks. The students found they were either interesting, they could relate directly to them, or both. "Facts of Life" appeared to most closely match their reality.

In discussing career awareness, the students were knowledgeable, to a certain extent, of the careers open to them and did not seem to feel constrained by artificial sexual barriers. There was some recognition of specific schooling needed for given jobs. For instance, the girl interested in computer programming knew she would need a lot of math to achieve here goal, and the aspiring lawyer was steeling herself for civics and English.

Aside from money, the students, several of them, saw that enjoyment was an important factor in any job. One student, in a roundabout fashion explained that working with people (in a medical field) was important to her.

Their recreational and pre-vocational activities were a little more nebulous. They generally stated that they enjoyed dancing, skating and watching TV but did not make the connection between any of their leisure activities and careers. One girl did offer, with help, that here interest in dancing could pave the way to be a dance instructor.

In summation, the ten students I talked with were bright, probably not typical of average Detroit middle school students, and had a developing awareness of careers, and means of achieving their goals. They did subscribe to a soap opera and define it, to some extent, as a reality. They seemed to be generally motivated.

APPENDIX B

SCRIPT TEST MATERIALS

1. Student Questionnaire
2. Interview Outline
3. Test Administrator's Guide
4. Script Segment Used in Test "Dreams Come in All Colors"
5. Specimen Student Responses

COMING TOGETHER

Directions: Number your paper from one to twenty. Pick the best answer to each question. Write the letter or number of your answer next to the question number. THIS IS NOT A TEST. Your papers will not be graded by your teacher. Do not mark on this sheet.

To answer the first few questions, pick a number between one and five:

5 if you like it very much
4 if you like it a little
3 if you neither like nor dislike it
2 if you dislike it a little
1 if you dislike it very much

1. What do you think of the story you just heard?

   Like it very much 5 4 3 2 1 Dislike it very much

2. What do you think of Tracy?

   Like her very much 5 4 3 2 1 Dislike her very much

3. What do you think of Angie?

   Like her very much 5 4 3 2 1 Dislike her very much

4. What do you think of Evelyn Merrit?

   Like her very much 5 4 3 2 1 Dislike her very much

5. What do you think of Mrs. Bernstein, the guidance counselor?

   Like her very much 5 4 3 2 1 Dislike her very much

6. How realistic was the story?

   A. Very realistic
   B. A little realistic
   C. Not very realistic
   D. Not realistic at all

7. How realistic was the scene with Angie and Mrs. Bernstein?

   A. Very realistic
   B. A little realistic
   C. Not very realistic
   D. Not realistic at all

8. What do you think the story was trying to teach you?

   A. How important it is to learn basic skills
   B. How important it is to have good friends
   C. How to plan your future career
   D. How to get along with many different types of people

9. What does Tracy want to be when she grows up?

   A. A rock star
   B. A disc jockey
   C. An actress
   D. A jazz singer

10. Why did Angie get in trouble?

   A. She made some bad friends
   B. She was looking for excitement
   C. She was upset about her future
   D. She was a bad girl from the start

Directions: Write a few words to answer each question.

11. What was the best part of the story? Why was that part the best?

12. What was the worst part of the story? Why?

13. What do you think Mrs. Bernstein should have told Angie?

14. What kind of clothes do you think Angie wears? Describe them.

15. What do you think Angie should do about her plans to become a fashion designer?

16. What things will Angie have to learn to become a fashion designer?

17. What things will Tracy have to learn to become a disc jockey?

18. What songs would you like to hear them play as background music on the show?

19. Put a 'B' on your answer sheet if you are a boy. Put 'G' if you are a girl.

20. Please write down the number of your grade in school.

Thank you. Please put down your pencil and raise your hand when you are done.

INTERVIEW OUTLINE

Coming Together

What did you like best about the story?

What did you like the least? How would you make it better?

Is Angie someone you would like to know? Why or why not?

Why did Angie get in trouble?

Is Tracy someone you would like to know? Why or why not?

What do you think the story was about? What was it trying to teach you?

How can we make the story more realistic?

COMING TOGETHER

Hi, I'm _____. I'm working with KCET, the public television station in Los Angeles. I'm here today with _____ and _____. How many of you have watched programs or public television? That's the network that produces Sesame Street, Electric Company and Mister Roger's Neighborhood.

We're producing a new series for kids your age called Coming Together. We've come here today to ask for your opinions and suggestions to help the producer and the writer make the best show possible.

First, we're going to listen to a tape of part of the show. Pay careful attention since we're going to ask you some questions about it later. The tape will last about 20 minutes. The people playing the parts are not professional actors. Try to think about the story instead of the acting. After the tape we will have you answer some questions and then divide up the class into discussion groups. Are there any questions?

[AFTER THE TAPE IS OVER SAY]

Now we will pass out questionnaires and answer sheets. Number one side of your paper from one to ten. Number the other side from 11 to 20. Now let's read the directions together. [READ DIRECTIONS AT TOP OF PAGE]

[READ QUESTIONS ONE AT A TIME. WHEN QUESTIONNAIRE IS FINISHED, SAY]:

Now we would like to split up into three discussion groups and ask you a few more questions.

RECEIVED
MAR 31 1982
COMING TOGETHER

COMING TOGETHER

"DREAMS COME IN ALL COLORS"

Written by

John Figueroa

(FIRST DRAFT PILOT SCRIPT)

March 31, 1982

ANNOUNCER

This is the story of a group of young people who are beginning to think about their future. The members of the group are Tracy Jordan, a 14 year old black girl who is interested in music; Angie Flores, a 15 year old Chicana who wants to be a fashion designer; and Jason Williams, a black boy who is 15. All three meet in the Reach Out Center, a storefront teen center specializing in career counselling. The center is run by Evenlyn Merritt, a young black women who graduated from high school two years ago. Evelyn helps the teens find jobs and counsels them about school and their personal problems. The story opens with Jason and Tracy in the middle of an argument and Evelyn trying to restore peace in the Reach Out Center.

MUSIC OVER THE FOLLOWING

Evelyn trying to restore peace in the Rec. & Cult Center.

JASON

I say you can't!

TRACY

Yeah, I can!

JASON

I say you won't!

And I says I will!

Evelyn is momentarily overpowered by all the ruckus, then acts swiftly.

EVELYN
(shouting)
SHUT UP! BOTH OF YOU!

The two go immediately quiet...but the radio is still deafeningly loud. Evelyn points to it.

EVELYN
Tracy, shut that thing off!

Tracy obeys. MUSIC OUT

TRACY
Sorry...

EVELYN
Now suppose one of you tells me what's going on...

TRACY
You told me I could practice anything I was interested in here at the center. Didn't you say that?

EVELYN
(matter of factly)
I did. So what's the problem?

TRACY
Well Mr. Big Shot Jason here says I can't.

Evelyn is surprised.

EVELYN
(confronting Jason)
You know she has permission to practice her jazz singing here...

JASON
Jazz singing? That was last month. Now she wants to be a disc jockey.

Cont.

EVELYN
(thoroughly flabbergasted)
A disc jockey?

Tracy is smug.

TRACY
I met Dr. Soul at a concert last night. He told me I had a good voice and personality, and that I should be a disc jockey.

Jason lets out a GROAN.

JASON
Aw, c'mon, Tracy. Last month you said you went backstage and met that famous jazz singer...and she told you jazz singing was a good career.

TRACY
It's all true...and you best not be calling me a liar, boy.

Jason ignores her.

JASON
(to Evelyn)
Point is, Miss Merritt. We can't have all that loud music in here...It's a serious place of business.

TRACY
(insistent)
You're just jealous cause you don't know anybody famous.

JASON
It's all a figment of your imagination.

TRACY
Least I don't go around trying to imitate Howard Cosell...with all those big words nobody understands...

EVELYN
O.k. Stop it, you two. Jason, I gave Tracy my word. She can practice her... ah...disc jockeying here...

(to Tracy;continuing)

But you keep it low, girl. You hear?

TRACY
You got it.

Cont.

ANNOUNCER

Later that afternoon, Tracy's friend Angie rushes into the Reach Out center. Angie has some new about something that happened in school. She is also wearing something new that she wants to show off to her friend.

EXT. COUNSELOR'S OFFICE HALLWAY - ANGIE - DAY (32)

Angie walks quickly up to the door but hesitates a beat before knocking.

CUT TO

INT. OFFICE - MRS. BERNSTEIN (33)

Behind an incredibly cluttered desk sits an elderly, fatigued Mrs. Bernstein. Her desk is loaded with CUM folders, miscellaneous school memos, etc. She is staring at the mess on her desk, hating to begin the massive job, when a KNOCK startles her and she turns to the door.

MRS. BERNSTEIN
(exasperated)
Come in, come in!

ANOTHER ANGLE - ANGIE AND MRS. BERNSTEIN (34)

Angie comes shyly in, closes the door behind her, and stands there.

MRS. BERNSTEIN
Well?

ANGIE
I'm Angela Flores.

Mrs. Bernstein sighs wearily.

MRS. BERNSTEIN
[SIGH] Congratulations.

ANGIE
(tensing)
Miss Merritt from the Reach Out center called...

MRS. BERNSTEIN
Oh, that. O.k. Come on in and have a seat.

Angie crosses to a CHAIR in front of the desk and sits nervously on the edge. Mrs. Bernstein leans back in her chair and waits for yet another problem.

MRS. BERNSTEIN
So what do you want?

ANGIE
I want to know about fashion design. Somebody came to my career awareness class today, and ---

Cont.

Mrs. Bernstein flares angrily and interrupts Angie.

MRS. BERNSTEIN
Oh, God...not another one. Those classes always turn you kids on...then what? You all drop out of school and become janitors or factory workers.

ANGIE
I don't want to do that. I want fashion design.

Mrs. Bernstein stares at Angie...she's heard it all befcre.

MRS. BERNSTEIN
O.k. But it's not all that simple, young lady. Let's look at yavr file.

ANOTHER ANGLE (35)

Mrs. Bernstein rises slowly from her chair and moves to a FILE CABINET behind her, speaking over her movements.

MRS. BERNSTEIN
I always start with a student's aptitude test. Know what that is?

She begins to look for Angie's file.

ANGIE
It tells you what you're good at.

MRS. BERNSTEIN
(wryly)
And what you're not good at...

She finds Angie's file...

(continuing)
Here it is. Angela Flores.

She turns back to her desk, sits, and begins to peruse the file folder, Angie watching anxiously.

MRS. BERNSTEIN
(over her reading)
So you want fashion design...Well, first off you scored very low on your space relations section...

Cont.

Angie stares, understanding none of it.

MRS. BERNSTEIN
(continuing; almost musingly...)
On the other hand, you did very well on the clerical speed and accuracy portion.

She looks up at Angie, who's reaction is one of total confusion.

ANGIE
I don't understand what you're saying.

Mrs. Bernstein massages her forehead wearily before answering.

MRS. BERNSTEIN
It means that you probably don't have what it takes to be a fashion designer...

Angie is stunned.

ANGLE - CLOSE ON ANGIE (36)

As she hears Mrs. Bernstein continue, it is as if she were being slapped in the face by each word.

MRS. BERNSTEIN'S VOICE
My suggestion is that you pursue something along the line of office work...like typing...

Angie is crushed.

FADE OUT

END OF ACT ONE

ANNOUNCER

Angie is crushed. She runs outs of Mrs. Bernstein's office, goes home and cries herself to sleep. She decides that if the can't be a fashion designer she will have to earn a living the best way she can on the street. Angie finds some new friends who talk her into stealing some candy from a store. The store owner catches them and we next see Angie sitting in Juvenile Hall where Tracy has come to visit her.

ANGIE
What're you doing here?

Tracy comes in and sits next to her.

TRACY
I saw them bust you...couldn't do nothing about it...They're going to let you go, you know. They know your <u>new</u> <u>friends</u> did the stealing.

Angie is still shocked that Tracy would be there.

ANGIE
I know. I'm waiting for my mother. How do you know so much? And how did you get in? They don't let kids in to visit just like that.

Cont.

TRACY
(calmly; with sincerity)
My aunt works here...

ANGIE
Now don't start. I aint in the modd for any of your jive...

TRACY
Cross my heart. She snuck me in.

Angie stares at her and shrugs...it makes no difference to her whether Tracy's lying or not.

There is a moment of silence while Tracy tries to figure out where to begin.

TRACY
You keep fooling around you're gonna wind up here for good.

Angie shrugs.

ANGIE
Who cares. We all got to wind up someplace.

TRACY
What about that fashion design stuff?

ANGIE
Forget it. I did.

TRACY
But what about all those clothes you make?

ANGIE
I don't make 'em...I copy them.

BEAT...As Tracy figures it out.

TRACY
Ol' Mrs. Berstein shot you down. Am I right?

Angie's silence confirms it.

TRACY
(continuing)
Girl, she's just a tired old lady. She shoots everybody down.

ANGIE
Forget it. I'm a nothing...and that's the way I'm gonna stay.

Tracy gets angry. She gets up, grabs Angie by the arms and yanks her up.

Cont.

Tracy looks intently into Angie's face.

TRACY
Now you listen to me! Don't you ever say you're a nothing to me! Everybody's got something! Even me.

Angie reacts in surprise. Tracy lets her go and begins to pace.

TRACY
I know you and everybody think I'm some kind of crazy the way I go around lying all the time...

ANGIE
(genuine shock)
You mean you know you lie? You admit it?

TRACY
Sure I do. It don't hurt nothing or nobody. I'm just dreaming that's all. Everytime I find something I like to do, I color it up with dreams. Dreaming...or what you all call lying... keeps me excited about things. Maybe I'm just wasting my time and I won't be nothing after all. But I'm sure gonna keep trying...and dreaming.

ANGIE
That's o.k. for you, Tracy. I don't live in no dream world. And what's real is that Mrs. Bernstein told me I was a nothing!

Angie's eyes well with tears at the recollection and she wipes them with the back of her hand.

TRACY
Angie, stop talking foolishness. You can't give up that easy! I told you. Everybody's worth something!

Angie is suddenly angered, frustrated.

ANGIE
Since when did you become a preacher? Why don't you just take your advice out the door and leave me alone!

She turns away and faces the wall...a gesture of finality. Tracy moves over and puts a hand on Angie's shoulder, but Angie roughly shakes it off.

ANGIE
Just go away.

Cont.

Tracy is saddened.

ANOTHER ANGLE (52)

Tracy shakes her head and goes to the door. Once there, she turns.

TRACY
Will I see you at school?

Angie's response comes with her back still turned to Tracy.

ANGIE
Split! Go Away.

ANNOUNCER

After Angie gets out of Juvenile Hall she decides to go back to the Reach Out Center. She tries to make friends with Tracy by giving here some of the clothes she made. The story ends with Angie and Tracy deciding to be friends again.

11.- donde esta tracy estaba en problemas
porque era de lo que se ablaba en la isteria

12.- donde se oiga que le estaban
gritando a la niña

13.- le deveria ver dicho que no fuera
tanto que pusiera atension en todo

14.- esa ropa bonita de colores con listas
y cosas bordadas y como ella quiere

15.- poner mucha atencion como se aser
las cosas para poderlas aser

16.- Como cortar la tela como tomar
medidas para poder aser la ropa

17.- Como portarse como ponerlas
saberse llevar con la gente

18.- La negra la ropa

Casas de carton volver volver

19 - G - C

20 6th

BEST COPY AVAILABLE

⑪ Tracey talking to Angie. It told me to make what I want to be and if I think I'm perfect at something and someone doesn't I will stick to that career.

⑫ When Tracey lied about meeting a fashion designer. It would have made Angie think that she did. And it would have made Angie unhappy when she found out that she didn't.

⑬ Mrs. Bernstein should have told Angie she needed a little work on designing.

⑭ She wore pants above her ankles and a long sleeve shirt and wore white shoes with heels about an inch high.

⑮ Sew clothes.

⑯ How to measure patterns.

⑰ Jokes, and to be serious at some times.

⑱ When you touch me.

⑲ "Y" B

⑳ both

1. When Tracey went to see Angie. It showed she cari
2. When Ms. Bernstein just put Angie down
Because that gave her no hope
3. She should have said she could try her best
but in case that would not work to have a backup
4. She dresses sharp every day
5. Try everything she can to help her on her
way
6. She has to learn to draw forms of people
and extravagant designs
7. To talk outward and to know what songs people
like to hear
8. Donny and Ivory or some jazz song
9. 4
10. 8

BEST COPY AVAILABLE

11 When the counselor told that girl that she didn't think she knew what she wanted to be.

12. When she got caught stealing.

13. She should have been kinda nice to her instead telling her off.

14. She wears fashion clothes that she sees in magazines.

15. She should design a beautiful dress and show it to a fashion Designer.

16. to be patient. and learn more skills

17. To practice her saying

18. B-52's / Tell me that I'm Dreaming

19. G

20. 8th

BEST COPY AVAILABLE

11. when the counselor told her off because it just something exciting
12 all of it because it did make NO sense.
13. Maybe she should have gave encouragement or more advice in a more respectable way
14 Nice and unusal clothes that other people would like to have
15. Forget it
16. How to make clothes & learn all d newest styles so other people will like it.
17. To know good records
18 Disco such as: B:52's, Reddings, Peabo
19. G
20 8th

BEST COPY AVAILABLE

1. When the girl went into MRS. Bern Stein's office, well, because a lo of times it come out like that, you don't always right... for the that type of career.
2. when the girl went into MRS. BERNSTEINS office, it seemed so rude to tell her like that, but I guess there was no other way.
3. May be she told her right, but she could have told her another way.
4. She seems like she does casual yet sharp chic, and unquie.
5. Go by her own judgement, you can be any thing you want to!
6. May be she should go to a school for people who are interested in that sort of career.
7. learn how to communicate with people.
8. at Little, Peabo Bryson, or Jacksons, or Rick James
9. G
10. 8th grade, Hampton Jr. High

BEST COPY AVAILABLE

11- Cuando Angie se enojo en su vida. porqué no tenia Amigos.

12 Cuando trancy se enojo.

13 qué no se enojara. porqué le podia hacer mal.

14 vestidos o blusas ralladitos Con Colores bonitos.

15 tiene qué estudiar mucho de la Ropa y que la enseñen mucho.

16 enseñarse a Cortar y a bormar la Ropa qué le lleven.

17 trancy tiene que Aprender a poner los discos y a saber acer Comesial.

18 Rol Conrol y musica bonita y en inglés.

19 B.C

20 6

BEST COPY AVAILABLE

(11) Cuando Tracey conoció a Angie.
Porque se iciéron buenas amigas.

(12) Cuando Angie estubo en peligro.

(13) que no se metiera en problemas.

(14) Estos pantalon de mezclilla y blusa mexicana.

(15) tiene que estudiar en un diseño de ropa

(16) Ir a que la enseñe.

(17) tiene que practicar.

(18) de comedia.

(19)

19 B-C

20 6

BEST COPY AVAILABLE

counselors can help.

12. The end. It was a, how can I begin to tell y
DUMB ending.

13. To find some advice on fashion clas
She could've gone to.

14. Sole made high-fashioned clothes.

15. She should continue to make clothes and
look for fashion schools yet (continue) at he
school.

16. Math, pride, and confidence.

17. Electronic and voices (different voices) and
to have a good personality. Her dreaming
(lying) is a good thing for the career.
Detroit's #1 d.j. (Mojo on WGPR) is the
biggest dreamer I know (besides my
brother and my cousin whom are 11).

18. Punk Rock (Prince, B52's, Jacksons,),
Hard Rock (the song on the tape was OK),

19. G

20. 8

BEST COPY AVAILABLE

11 When Angie got in trouble-Because this does happen in real life.

12. When Mrs. Bernstein Put down Angie. Because she said that she couldn't make to be a fashion designer.

13. ~~[illegible]~~ ~~[illegible]~~ NO

14. Good clothes and bright ~~clo~~ clors.

15. I dont no.

16. I don't no.

17. I dont no.

18. Call me by 3kxy.

19. B c

20 6th grade

BEST COPY AVAILABLE

(11) when she was in trouble.
because it tells the rill life.

(12) when the lady fought angie he cannot be a fashion designer. because he upset her.

(13) [illegible] was wrong because she did not know her future.

(14)

(15) he should go to a fashion and to be a fashion designer.

(16) he should learn to walk and to smile.

(17) Angey should learn to be a [illegible] and dance every day.

(18)

(19) B C

(20) the

BEST COPY AVAILABLE

APPENDIX C

PILOT TEST MATERIALS

1. Student Career Awareness Survey
2. Student Answer Sheet
3. Teacher Feedback Form
4. Student Interview Outline
5. Parent Interview Outline
6. Specimen Student Letters
7. Test Administrator's Guide

COMING TOGETHER

CAREER AWARENESS SURVEY

Directions: Pick the best answer to each question. Write the letter or number of your answer on the answer sheet. THIS IS NOT A TEST. Your papers will not be graded by your teacher.

PART I

WHAT DO YOU NEED TO KNOW?

For each of the jobs listed below, pick the one most important thing a person needs in order to succeed at that job. Circle the letter on your answer sheet.

1. A Computer Programmer must:

   A. write clear instructions
   B. graduate from college
   C. get along with people
   D. know electronics

2. A Secretary must:

   A. know arithmetic
   B. be able to organize people and things
   C. be able to answer the phone
   D. go to college

3. A Laboratory Technician must:

   A. graduate from college
   B. know chemical formulas
   C. know a foreign language
   D. follow directions carefully

4. An Accountant must:

   A. finish college
   B. know how to type
   C. get along with people
   D. know how to use adding machines

5. A Bank Manager must:

   A. know how to count money
   B. get along with people
   C. be able to make budgets
   D. be good at adding and subtracting

6. A Physical Therapist must:

   A. know biology
   B. know how to teach people
   C. be able to read well
   D. know medicine

WHAT DO YOU NEED TO DO?

Many things young people do help them get jobs when they get older. Match each job in the left hand column with the activity in the right hand column that best helps the person prepare for that job. Write the letter of the activity in the space next to the job on your answer sheet.

Jobs	Activities
7. Electrician	A. Captain on a sports team
8. Business Manager	B. Club treasurer
9. Accountant	C. Writing
10. Truck Driver	D. Cooking
11. Laboratory Technician	E. Reading
12. Architect	F. Taking care of younger brothers and sisters
13. Physical Therapist	G. Helping fix things around home
	H. Drawing
	I. Having a paper route

WHAT ARE YOU GOOD AT NOW?

Below are some things that many people your age like to do. For numbers 14 to 23 on your answer sheet put a check next to the ones you think you are better at than most other people your age.

14. Reading
15. Making a budget
16. Video games
17. Being on time
18. Speaking clearly and confidently
19. Adding and Subtracting
20. Taking responsibility for money
21. Writing
22. Swimming
23. Following directions

WHAT COULD YOU BE?

Below is a list of jobs. For numbers 24 to 33 on your answer sheet put a check next to the numbers of the ones you think you could be good at.

24. Bank President
25. Fashion Designer
26. Physical Therapist
27. Counselor
28. Truck Driver
29. Security Guard
30. Architect
31. Computer Programmer
32. Secretary
33. Laboratory Technician

YOUR OPINION PLEASE

Tell us how much you agree or disagree with these sentences by circling a number between one and five on your answer sheet.

Circle 5 if you Strongly Agree
Circle 4 if you Agree a Little
Circle 3 if you Neither Agree nor Disagree
Circle 2 if you Disagree a Little
Circle 1 if you Strongly Disagree

34. I plan to do a lot of reading this summer.

35. I will graduate from high school.

36. Having a job is a good way to meet people.

37. I will look for a part-time job this summer.

38. People respect you if you have a good job.

39. I would like to be on time more often.

40. I want a job that will let me help other people.

41. I will try to get better grades in math next year.

42. You can learn a lot from a job.

43. I am going to practice speaking more clearly and confidently.

44. A job is something to be proud of.

45. I want to visit people at work and learn about things they do.

46. There are plenty of ways to get money without having a job.

47. I will be able to get a part-time job this summer.

48. Most people work just to earn money.

STOP

DO NOT GO ON TO THE NEXT SECTION UNTIL YOU ARE TOLD TO DO SO.

PART II

ABOUT THE SHOW

Tell us how much you liked each part of the show by circling a number from one to five on your answer sheet.

Circle 5 if you liked something very much.
Circle 4 if you liked it a little
Circle 3 if you neither liked nor disliked it.
Circle 2 if you disliked it a little.
Circle 1 if you disliked it very much.

1. Did you like the show you just saw?

2. Did you like Tracy?

3. Did you like Angie?

4. Did you like Miss Merritt?

5. Did you like Mr. Torres?

6. Did you like Jason?

Circle the letter of the best answer on your answer sheet.

7. What is YES, INC.?

   A. A drug center
   B. A recreation center
   C. A career counseling center
   D. A hangout for teens

8. Why is YES, INC. in trouble?

   A. The police closed it down
   B. All of its money was stolen
   C. Someone broke in and wrecked it
   D. It was in danger of losing its money

9. What does Angie want to be when she grows up?

   A. A bank president
   B. An accountant
   C. A secretary
   D. A fashion designer

10. What do you think the story is trying to teach you?

    A. How important it is to learn basic skills
    B. How important it is to have good friends
    C. How to plan your future career
    D. How to get along with many different types of people

11. Do you want to be like Tracy?

    A. Yes, a lot
    B. Yes, a little
    C. I'm not sure
    D. No, not much
    E. No, not at all

12. Do you want to be like Angie?

    A. Yes, a lot
    B. Yes, a little
    C. I'm not sure
    D. No, not much
    E. No, not at all

13. Do you want to be like Jason?

    A. Yes, a lot
    B. Yes, a little
    C. I'm not sure
    D. No, not much
    E. No, not at all

14. How much like real life was the show you just saw?

    A. A lot like real life
    B. A little like real life
    C. Not much like real life
    D. Not at all like real life

ABOUT YOU

15. Circle B if you are a boy, G if you are a girl.

16. Circle the number of your grade in school.

17. What do you want to be when you grow up? Write the name of the job you want.

18. Do you personally know anyone who has a job like the one you want to have someday? Circle: Yes or No

19. How many hours of TV did you watch yesterday? Write the number of hours on your answer sheet.

20. Do you ever watch your local public broadcasting station? Circle: Yes or No

COMING TOGETHER
Answer Sheet

PART I

1. A B C D
2. A B C D
3. A B C D
4. A B C D
5. A B C D
6. A B C D

_____ 7.
_____ 8.
_____ 9.
_____ 10.
_____ 11.
_____ 12.
_____ 13.
_____ 14.
_____ 15.
_____ 16.
_____ 17.
_____ 18.
_____ 19.
_____ 20.
_____ 21.
_____ 22.
_____ 23.
_____ 24.
_____ 25.
_____ 26.
_____ 27.
_____ 28.
_____ 29.
_____ 30.
_____ 31.
_____ 32.
_____ 33.

34. 5 4 3 2 1
35. 5 4 3 2 1
36. 5 4 3 2 1
37. 5 4 3 2 1
38. 5 4 3 2 1
39. 5 4 3 2 1
40. 5 4 3 2 1
41. 5 4 3 2 1
42. 5 4 3 2 1
43. 5 4 3 2 1
44. 5 4 3 2 1
45. 5 4 3 2 1
46. 5 4 3 2 1
47. 5 4 3 2 1
48. 5 4 3 2 1

PART II

1. 5 4 3 2 1
2. 5 4 3 2 1
3. 5 4 3 2 1
4. 5 4 3 2 1
5. 5 4 3 2 1
6. 5 4 3 2 1
7. A B C D
8. A B C D
9. A B C D
10. A B C D
11. A B C D E
12. A B C D E
13. A B C D E
14. A B C D

15. B G
16. 6 7 8 9

17. _____

18. Y N

19. _____ HOURS

20. Y N

TEACHER FEEDBACK QUESTIONNAIRE

Please take just a few minutes to complete the following questionnaire. Your responses will contribute to the success of this project in our effort to provide educational programming for children.

1. What is your position title?
   (a) teacher_____ (b) administrator_____ (c) other/specify_____

2. What grade do you presently teach?
   (Please circle) 3 4 5 6

3. Did you like the show you just saw?
   (Rate by circling appropriate number)
   Not at all 1 2 3 4 5 Very much

4. What do you see as the strengths of the show?_____

   _____

5. What do you see as the weaknesses of the show?_____

   _____

6. What suggestions do you have for future shows on this topic?_____

   _____

7. Is the grade level of the show appropriate for your students?
   Yes_____ No, too high_____ No, too low_____ If not, why?_____

   _____

8. What grade level(s) would this show be most appropriate for?
   (Circle levels) K 1 2 3 4 5 6 7 8 9

9. To what extent does the material presented on the show fit into your curriculum?
   (Circle appropriate number)
   Not at all 1 2 3 4 5 Very well Please explain:_____

   _____

   _____

10. To what extent is the material relevant to your students' educational needs?
    Not at all 1 2 3 4 5 Very much Please explain:_____

    _____

    _____

(OVER)

11. Would you incorporate the use of this series into your curriculum?_____
Why? Why not?_____

_____

12. Were your children exposed to any educational material concerning this subject matter between our first visit to your school and now? If so, please describe the nature of the material and was it covered in the show?_____

_____

_____

13. Please comment on your interactions with the project staff, including suggestions for improving our classroom presentations, interactions with school personnel

_____

_____

14. Other comments:_____

_____

_____

Thank you for your cooperation,

Project Staff

COMING TOGETHER
Student Interview Outline

City:_____ School:_____ Date:_____

Description of Interviewees: ____Males ____Females ____Black
____Hispanic ____Anglo ____Other ____6th Grade ____8th Grade

DIRECTIONS:Conduct a 15-20 minute group interview focused on the topics below. With permission of the respondents, tape record the interview and summarize it briefly, using this sheet as an outline and including verbatim quotes. You may ask the questions in any order and paraphrase them as you wish.

1. Is Coming Together like any other television show you watch? Which ones? How are they alike?

2. What did you like the most about the show? (PROBE for specifics about characters, story, setting.)

3. What did you like the least about the show? (PROBE for specifics.)

4. How would you describe Angie? What kind of person is she? What kind of person is Tracy?

5. What would you change to make Coming Together a better show?

6. What would you change to make Coming Together more like real life?

7. What was the show about? What was it trying to teach you?

COMING TOGETHER
Parent Interview Outline

City:_____ School:_____

Date:_____ Interviewer:_____

Description of Interviewees: _____ Males _____ Females

_____ Black _____ Hispanic _____ Anglo _____ Other

DIRECTIONS: Arrange to screen the tape in a comfortable, well-lit room. Inform the participants that they have been selected to screen a pilot for a new educational television series being produced by KCET and funded by the U.S. Department of Education. Say that the producers are interested in their comments so that changes can be made in the series. Also inform them that the goal of the show is to increase the employability and career awareness of junior high students. Tell them that the show will be seen on public television and in sixth and eighth grade classrooms across the country. After viewing, engage the group in a 20-30 minute group interview focused on the topics below. With permission, tape record the interview and summarize it using the topics below as an outline. Include verbatim quotes.

1. How does Coming Together compare with other shows that your children watch? (PROBE for specifics of why it's better or worse.)

2. Is Coming Together a program you would like your children to watch at home? (PROBE why or why not?)

3. Is it a program you would like them to watch in school? Why or why not?

4. What changes would you like to see in the program? (PROBE for specifics about characters, story line, subject matter, etc.)

5. Did you find anything objectionable about the show? What was objectionable? How could we change it?

6. As I said, the goal of the program is to help children prepare for future employment. Do you think it accomplishes that goal? Why or why not? How could the program be changed to make it more effective?

7. What would you like the program to teach your children about? (PROBE for specific skills and jobs to emphasize.)

June 8, 1982

Dear Mr. Baker,

Your show Coming Together was very interesting. I enjoyed how you took the characters of people who are really living in this world and showing the changes that they make. I really liked how the center got along as a family and looked out for each other. No matter what happened, the main characters would return to the center just like it was their home. It was really comforting to see how hard it is for others in the world and say "I must be lucky" because we don't have to go through hard changes in our own lives.

Thankyou for giving us this opportunity.

Sincerely
Rose Law
Luther Burbank Jr. High.

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U

Dear Mr Baker

I Love the show very much especally the part about when angie wanted to be come a young lady and Dr. gainey in local grocery or drug stores selling things. And the worst part about the show was when it ended on a cliff it would come on in Houston Texas tepesfully it would be nice

Lanier

Hawkins

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Dear mr. Baker

I like your show very much because it shows you how to find the Job. I like the Part where Angie, Liz, And Tommie stole somethings from the mall.

Mary Hines

Kashmere High school

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Dear Mr. Barker,

June 8, 1982

Both of us, (Note Inc.) loved your show, Y. C. S. Inc. We liked the idea and the concept of the show. Our favorite part was when Angie took back the stolen things to the store. We hope your show does really well. Thank you for a great show!

Note Inc.

Sheri Senn

&

Dina Duran

Luther Burbank Junior High
"Learning Center"
S.W.R.S.

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KCET
Chanel 28

Dear Mr. Baker
I like the show alot because it shows you life realy is and not like those sitcom every time something happen they believe them.

I like Angie alot because she should how a person can go one to another by just and believing in there

Your truly
Darren Alexander
room 17
Grape St Elem.

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Dear Mr. Baker

Thank you for bring your movie to our School! I enjoyed alot! There was a lot of real life in your Drug. There is only one thing I didn't like, and it was when they were Stealing in the Store and got caught. My favorite person was Angie. It was a very learning movie, it shows you what can happen when you try to steal.

Thank You,
Sheila Lindsey
Hogg

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Dear Mr. Baker,

I would like to tell you how much I like or dislike the show. I liked Angie and Tracy they were friends, and Tracy help Angie. I really didn't like Mr Jones because of the way he looked and talked I liked the show because of the cases and how to plan mine for the future.

Henry Ysael - 8

Nora Costa

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Dear Mr. Baker

I did not like the show to much. You sould put more low riders in the show.

Marto Parra

Hogg

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Mr. Backer

Your show "No free lunches" is really great at ~~first~~ the beginning I thought the show was going to be boring but as it went on it became good I think you should have different ~~kinds~~ kinds of people on the show I don't like how the counlers act like she has know really feeling for the kids and instead of telling Angie that she wont make a fashion model she should persuade them to go for there goals. and don't show only gangs show other ~~back grounds~~.

Sincerly yours
Angie Terrell

Luther Burbank
JHS

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Dear Ms. Bakes,

It was a good show except for some things. There wasn't enough background about the characters. I would of liked to know more about Sergio and Tracy and Ms. Merritt. It was also to gang related. They make the hispanic people look to low. There is all kinds of stereotype in the hispanic world. They only emphasized the low class or more the less educated class Mexicans.

I liked the message of the program about thinking of your future goals and your careers. I also liked the part about Angie noticing that you have to get yourself together and start thinking more about yourself and your future.

Melinda Carrillo

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M E M O R A N D U M

TO: Coming Together Evaluation Team
FROM: Robert LaRose
DATE: May 27, 1982
SUBJ: DIRECTIONS

Before the Test Date: Confirm arrangements with school administrators and request that they brief the classroom teachers. Make sure that you have enough answer sheets on hand. Have a supply of sharpened #2 pencils for students who don't have their own. Verify that the video equipment is in working order and test the tape in the machine you will use. Fill out a control sheet for each class.

Divide the classrooms in each grade into two groups, one which will see the tape first, followed by Parts I and II of the questionnaire, and the other which will take Part I of the test first, followed by the tape and then Part II. To do so, write down all of the names of the sixth grade classes on slips of paper, shuffle then and pick them out of a bowl one by one. The first one you pick will go in the PILOT first condition, the second will receive the TEST first, and so on until all sixth grade classes are drawn. Have a separate draw for the eighth grade classes, assigning the first one you pick to the PILOT first condition and the second to TEST first. Record the conditions on the control sheets for each class.

The Day of the Test: Pay a courtesy visit to the school office before going to the classroom. Brief the teacher quickly, if needed. Use the attached instructions to administer the pilot test. Ask the teacher to view the pilot and fill out the feedback form. Also ask him/her for comments and enter them on the feedback form.When you pickup the answer sheets, separate them as best you can into Black, Hispanic, Anglo and Other. Keep the piles separate and (discretely) write B, H, A, or O on each sheet in the lower right hand corner at your first opportunity. Ask for volunteers to meet later in the day for the focus group. Tape record the group interview and summarize it briefly on the enclosed Student Interview Outline. Arrange a screening for parents and interview them after viewing.

Bundle the answer sheets for each class together with the control sheets. Bundle the classes from each school together with the interview outlines, and cassette tape for each.

COMING TOGETHER
Test Administrator's Guide

Hello, my name is _____ and these are my helper(s) _____. We are here today to show you the first program from a new television series called, Coming Together, that will be coming on next year. The people who make the show want to know what you think of it so they will know how to make the rest of their series even better.

[TEST FIRST CONDITION]

Before we let you watch Coming Together we would like to find out what you already know about some of the things that you will see in the show.

[GO TO PAGE (3)]

[PILOT FIRST CONDITION]

First we will show you the television program and then we will ask you to answer some questions about how you liked the show and what you learned from it.

[GO TO PAGE (2)]

Now we're going to see the first episode of Coming Together. It's called, "No Free Lunches."

[START THE TAPE AT THE END OF THE CREDITS. ASK THE TEACHER TO VIEW WITH THE CHILDREN AND ASK HER/HIM TO FILL OUT A FEEDBACK FORM AS THEY DO SO. MAKE NOTE ON THE CONTROL SHEET OF ANY VERBAL REACTIONS CHILDREN HAVE AND THE APPROXIMATE POINT IN THE DIALOGUE THEY OCCUR.]

[PILOT FIRST. AFTER PILOT GO TO NEXT PAGE]

[TEST FIRST; AFTER PILOT GO TO PAGE (9)]

Now we will pass out some questionnaires and we have pencils for anyone who needs one. If you need a pencil, please raise your hand. Please don't start until I tell you to.

[PASS OUT QUESTIONNAIRES, ANSWER SHEETS AND PENCILS]

Let's read the directions on the front page together.

Directions: Pick the best answer to each question. Write the letter or number of your answer on the answer sheet. THIS IS NOT A TEST. Your papers will not be graded by your teacher.

Does everyone understand? Raise your hand if you don't understand and someone will come around to help you.

[NOTE: TEST ADMINISTRATORS SHOULD HAVE HELPER ANSWER ALL QUESTIONS]

In the first section we would like you to tell us about things people need to know for certain types of jobs. Let's read the directions together.

For each of the jobs listed below, pick the one most important thing a person needs in order to succeed at that job. Circle the letter on your answer sheet.

1. A Computer Programmer must:

   A. write clear instructions
   B. graduate from college
   C. get along with people
   D. know electronics

Ok, let's do the first one together. If you think the most important thing a computer programmer needs is to be able to write clear directions, circle the letter A next to the number one on your answer sheet. If you think that it's most important for a programmer to graduate from college, pick B. If you think a programmer must know how to fix computers, circle C. Circle D if it is most important to know electronics. Remember to pick the most important thing. Please keep your answer sheets covered. If you don't know an answer, please feel free to guess.

Does everyone understand? If not, raise your hand. Ok, let's begin.

[Read each item and the alternatives]

2. A Secretary must:

   A. know arithmetic
   B. be able to organize people and things
   C. be able to answer the phone
   D. go to college

3. A Laboratory Technician must:

   A. graduate from college
   B. know chemical formulas
   C. know a foreign language
   D. follow directions carefully

4. An Accountant must:

   A. finish college
   B. know how to type
   C. get along with people
   D. know how to use adding machines

5. A Bank Manager must:

   A. know how to count money
   B. get along with people
   C. be able to make budgets
   D. be good at adding and subtracting

6. A Physical Therapist must:

   A. know biology
   B. know how to teach people
   C. be able to read well
   D. know medicine

In the next section we would like you to tell us what people your age can do to get ready for jobs later on in life. Let's read together,

---

Many things young people do help them get jobs when they get older. Match each job in the left hand column with the activity in the right hand column that best helps the person prepare for that job. Write the letter of the activity in the space next to the job on your answer sheet.

Ok, the first job is an electrician. Let's read the list of activities in the right hand column and you decide which one would help someone get to be an electrician. [READ THE ACTIVITIES ONE BY ONE.] Write the letter of the activity you picked next to the number 7 on your answer sheet. Next is a business manager. Pick the best activity that helps you be a business manager. [DO NOT READ ALTERNATIVES. READ OTHER ACTIVITIES ONE BY ONE.]

7.	Electrician	A.	Captain on a sports team
8.	Business Manager	B.	Club treasurer
9.	Accountant	C.	Writing
10.	Truck Driver	D.	Cooking
11.	Laboratory Technician	E.	Reading
12.	Architect	F.	Taking care of younger brothers and sisters
13.	Physical Therapist	G.	Helping fix things around home
		H.	Drawing
		I.	Having a paper route

In the next two sections we want to find out what you are good at and what you could be good at. Let's read together.

Below are some things that many people your age like to do. For numbers 14 to 23 on your answer sheet put a check next to the ones you think you are better at than most other people your age.

Ok, put a check next to the number 1A on your answer sheet if you think you are better at reading than most (READ EACH ACTIVITY ONE BY ONE FOLLOWED BY, "PUT A CHECK IF YOU ARE GOOD AT ACTIVITY."

14. Reading

15. Making a budget

16. Video games

17. Being on time

18. Speaking clearly and confidently

19. Adding and Subtracting

20. Taking responsibility for money

21. Writing

22. Swimming

23. Following directions

Ok, what could you be? The directions say,

Below are a list of jobs. For numbers 24 to 33 on your answer sheet put a check next to the numbers of the ones you think you could be good at.

Put a check next to number 24 if you think you could be a good bank president.

[READ EACH ACTIVITY. REPEAT, "PUT A CHECK IF YOU THINK YOU COULD BE GOOD AT IT" AFTER EVERY THIRD ONE.]

24. Bank President

25. Fashion Designer

26. Physical Therapist

27. Counselor

28. Truck Driver

29. Security Guard

30. Architect

31. Computer Programmer

32. Secretary

33. Laboratory Technician

Now we would like your opinion about some things. Let's read the directions. [REFER TO CHART]

Tell us how much you agree or disagree with these sentences by circling a number between one and five on your answer sheet.

Circle 5 if you Strongly Agree
Circle 4 if you Agree a Little
Circle 3 if you Neither Agree nor Disagree
Circle 2 if you Disagree a Little
Circle 1 if you Strongly Disagree

So, to answer these questions, your first decide whether you agree or disagree with each sentence, then decide <u>how</u> <u>much</u> you agree or disagree and circle the number on your answer sheet. Circle a 3 if you can't make up your mind or if you don't know.

Let's do one together. If you strongly agree that you will do a lot of reading this summer, circle 5. If you agree a little, circle 4. If you strongly disagree that you will do a lot of reading, circle 1. If you disagree a little, circle 2. If you aren't sure, circle 3. If you will read a <u>lot</u> circle 5. If you won't read <u>at</u> <u>all</u> circle 1.

[READ EACH ITEM FOLLOWED BY, "DO YOU AGREE OR DISAGREE AND HOW MUCH?"]

34. I plan to do a lot of reading this summer.

35. I will graduate from high school.

36. Having a job is a good way to meet people.

37. I will look for a part-time job this summer.

38. People respect you if you have a good job.

39. I would like to be on time more often.

40. I want a job that will let me help other people.

41. I will try to get better grades in math next year.

42. You can learn a lot from a job.

43. I am going to practice speaking more clearly and confidently.

44. A job is something to be proud of.

45. I want to visit people at work and learn about things they do.

46. There are plenty of ways to get money without having a job.

47. I will be able to get a part-time job this summer.

48. Most people work just to earn money.

STOP

DO NOT GO ON TO THE NEXT SECTION UNTIL YOU ARE TOLD TO DO SO.

[TEST FIRST CONDITION: GO BACK TO PAGE (2)]

[PILOT FIRST CONDITION; GO TO NEXT PAGE]

In Part II of the questionnaire we want your opinions about the show. The directions say, [REFER TO CHART]

Tell us how much you liked each part of the show by circling a number from one to five on your answer sheet.

Circle ~~Write~~ 5 if you liked something very much.
Circle ~~Write~~ 4 if you liked it a little
Circle ~~Write~~ 3 if you neither liked nor disliked it.
Circle ~~Write~~ 2 if you disliked it a little.
Circle ~~Write~~ 1 if you disliked it very much.

So, just like before, circle a number between one and five.

[READ THE ITEMS 1-6 ONE BY ONE, FOLLOWED BY, "DID YOU LIKE OR DISLIKE IT AND HOW MUCH?" CONTINUE WITH DIRECTIONS AND ITEMS 7 TO 14.]

1. Did you like the show you just saw?

2. Did you like Tracy?

3. Did you like Angie?

4. Did you like Miss Merritt?

5. Did you like Mr. Torres?

6. Did you like Jason?

Circle the letter of the best answer on your answer sheet.

7. What is YES, INC.?

   A. A drug center
   B. A recreation center
   C. A career counseling center
   D. A hangout for teens

8. Why is YES, INC. in trouble?

   A. The police closed it down
   B. All of its money was stolen
   C. Someone broke in and wrecked it
   D. It was in danger of losing its money

9. What does Angie want to be when she grows up?

   A. A bank president
   B. An accountant
   C. A secretary
   D. A fashion designer

(9)

10. What do you think the story is trying to teach you?

    A. How important it is to learn basic skills
    B. How important it is to have good friends
    C. How to plan your future career
    D. How to get along with many different types of people

11. Do you want to be like Tracy?

    A. Yes, a lot
    B. Yes, a little
    C. I'm not sure
    D. No, not much
    E. No, not at all

12. Do you want to be like Angie?

    A. Yes, a lot
    B. Yes, a little
    C. I'm not sure
    D. No, not much
    E. No, not at all

13. Do you want to be like Jason?

    A. Yes, a lot
    B. Yes, a little
    C. I'm not sure
    D. No, not much
    E. No, not at all

14. How much like real life was the show you just saw?

    A. A lot like real life
    B. A little like real life
    C. Not much like real life
    D. Not at all like real life

Now just a few questions about yourself.

[READ ITEMS 15-20]

15. Circle B if you are a boy, G if you are a girl.

16. Circle the number of your grade in school.

17. What do you want to be when you grow up? Write the name of the job you want.

18. Do you personally know anyone who has a job like the one you want to have someday? Circle: Yes or No

19. How many hours of TV did you watch yesterday? Write the number of hours on your answer sheet.

20. Do you ever watch your local public broadcasting station? Circle: Yes or No

Ok, that's all for today. On behalf of the producers of Coming Together, I would like to thank you all very much. The program will be coming on sometime next year and we will let your principal know what time it will be on here. I would like some volunteers who could come back later today and talk to us a little more about the show. Please raise your hands.

[PICK UP ANSWER SHEETS AND BUNDLE TOGETHER WITH CONTROL SHEET AND TEACHER FEEDBACK FORM. ASK THE TEACHERS IN ONE SIXTH GRADE AND ONE EIGHTH GRADE CLASSROOM TO WRITE LETTERS TO THE PRODUCER.]

APPENDIX D

SCALE INFORMATION

SCALE INFORMATION

Scale Name	Items[1]	Alpa[2]	Intercorrelations[3] 1	2	3	4	5	6
1. Knowledge of Job Skills	2,4,56	.25	--	.27	-.01	.07	-.06	-.07
2. Knowledge of Job Related Activities	8,9,13	.50		--	-.02	.06	.02	-.10
3. Identification of Present Skills	15,18-21	.38			--	.34	.06	.15
4. Job Aspirations	24,26,31,33	.51				--	.07	.11
5. Intentions to Acquire Skills	43,45	.34					--	.24
6. Benefits of Work	38,40,42,44,46	.42						--

[1]Refers to item numbers on student Career Awareness Survey in Appendix C.
[2]Cronbach Alpha.
[3]Pearson r.